ED 163 157

# DOCUMENT RESUME

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Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
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**EDRS Price MF-$1.18 HC Not Available from EDRS.**
Descriptors-*Abstracts; *Annotated Bibliographies; *Documentation; Education; Educational Reseach; *Educational Resources; Indexes (Locaters); *Information Dissemination; *Instructional Materials; Literature Reviews; Periodicals; Resource Guides; Technical Reports
Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, and ERIC Clearinghouse Number. This special COM Microfiche edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

ED 162 050 CE 012 032

**Basic Workshops for Medical Record Clerical Personnel.**

Intermountain Regional Medical Program, Salt Lake City, Utah.

Note-44p.; Not available in hard copy due to thin type in original document

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Accreditation (Institutions), Adult Vocational Education, *Cluster Grouping, *Confidential Records, Curriculum Guides, *Data Collection, Hospitals, *Indexing, *Information Storage, *Medical Case Histories, Medical Record Technicians, Postsecondary Education

Identifiers-International Classification of Diseases, Standard Nomenclature of Diseases and Operations, United States

This curriculum guide is an outline of the content for basic workshop training sessions of hospital medical record personnel. Following a two page topical outline of five content areas, there is a detailed presentation of this content as follows: (1) the medical record and its contribution to patient care (Joint Commission for Accreditation of Hospitals JCAH standards in medical record services, and the content, value and confidentiality of the medical record); (2) record filing systems (numbering methods, filing systems, and microfilming); (3) indexing (purpose and types of indexes); (4) introduction to the International Classification of Diseases, Adapted for Use in the United States'' (ICDA-8) and Standard Nomenclature of Diseases and Operations'' (SNDO) (principles for using ICDA and SNDO, general instructions in coding, and introduction to other terminology and coding systems); and (5) discharge service analysis (data tabulation procedure, disease classifications with definitions, and programmed service analysis worksheets of fifteen brief cases to be assigned according to hospital clinical services). A list of fifteen recommended reference books and periodicals is appended. (EM)

ED 162 051 CE 014 244

**Recommendation on the Development of Adult Education.**
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Pub Date- 76
Note-14p.; Recommendations presented at the United Nations Educational, Scientific and Cultural Organization General Conference (19th, Nairobi, October 26, 1976-November 30, 1976); Not available in hard copy due to small print in original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Access to Education, *Adult Education, Adult Educators, Adult Learning, Adult Programs, Community Development, *Continuous Learning, Cooperation, *Disadvantaged Groups, Educational Development, Educational Objectives, Employment, Equal Education, Global Approach, Guidelines, Needs, *Participant Involvement, Problems, Professional Training, *Program Development, Youth Programs

The recommendations are a product of the 19th General Conference of the United Nations Educational, Scientific and Cultural Organization held in Nairobi, Kenya in 1976. They are intended to help member states give effect to the stated principles. In abbreviated form, a few recommendations from the ten sections are (1) adult education must be seen as integral to a global scheme for life-long education and learning; (2) adult education should promote work for peace, international understanding, and cooperation; (3) adult education activities should meet needs for development, community participation, and individual self-fulfillment; (4) adult education methods should take into account incentives and obstacles to adult participation and learning; (5) member states should endeavor to establish a network to meet adult education needs; (6) adult educators should be carefully recruited and should receive initial and inservice training; (7) young people's education should progressively be oriented towards life-long education and learning; (8) in formulating adult education curriculum, programs, and activities, adults' work experiences should be taken into account; (9) at all levels, structures should be set up for consultation/coordination among public authorities competent in adult education, and (10) member states should strengthen bilateral or multilateral cooperation to promote adult education development, improve content and methods, and find new educational strategies. (CSS)

ED 162 052 CE 014 566

**Human Development Modules. Samples for Levels III, IV, and V. Home Economics Education, No. 3.**

New York State Education Dept., Albany. Bureau of Occupational Education Curriculum Development.

Pub Date-77

Note-[illegible]0p.; Not available in hard copy due to light type; For related documents see ED 140 069 and CE 017 853

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Behavioral Objectives, Careers, Consumer Education, Curriculum Development, Family Life Education, Family Management, Health Education, *Home Economics Education, *Human Development, Interpersonal Relationship, *Learning Activities, *Learning Modules, Leisure Time, Safety Education, Secondary Education, State Curriculum Guides, *Student Evaluation

Based on the New York State homemaking-family living curriculum, this document presents sample modules appropriate for instructional levels III, IV, and V (grades 9-12) for each of the content emphases in the human development subject area. These content emphases include management, buymanship, leisure, career, health/safety, and relationships. Each module contains the following elements: learning outcome; behavioral outcomes; suggested learning experiences; suggested measurement of student progress; and related module titles. The modules are arranged by instructional level, and a chart presenting the scope of learnings covered by the modules precede each instructional level group. In all, sixty sample modules are included in this document. These modules can be used as they are for instruction, can be adapted to fit the local situation, or can be used as models for producing other modules. Guidelines for evaluating and editing home economics modules are appended. (A related document, ED 140 069, describes the total New York State homemaking-family living curriculum design for grades 9-12 and contains two sample courses to serve as models: one with a subject area focus and one with a content emphasis focus. Curriculum guidelines and sample modules for grades 5-8 are available in a separate document, CE 017 853.) (BM)

ED 162 053 CE 015 040

*Harris, W. J. A. Williams, J. D. S.*
**A Handbook on Distance Education. Manchester Monographs, 7.**

Manchester Univ. (England). Dept. of Adult Education.
Pub Date-77
Note-83p.
Available from-Publications Secretary, Department of Adult and Higher Education, University of Manchester, Oxford Road, Manchester, England M13 9PL
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-*Adult Education, Case Studies (Education), College Administration, Correspondence Courses, *Correspondence Study, Educational Alternatives, Educational Radio, Foreign Countries, *Home Study, *Independent Study, Institutional Administration, Instructional Staff, *Open Education, Postsecondary Education, *Program Planning, Student Characteristics
Identifiers-Africa, Americas, Asia, Europe

This handbook is designed to help administrators, educators, politicans, and others engaged in distance education who seek to introduce, extend, or improve correspondence education for adults. In the first of six chapters, the background and history of correspondence study, particularly in Britain and the United States, are reviewed. Chapter 2 discusses international practices, definitions, clients, and sources of correspondence study. Correspondence study is defined as study based primarily on printed materials; it is considered a part of education at a distance. Six categories of organizations employing distance systems are identified. The third chapter provides a practical analysis of correspondence teaching and learning. Chapter 4 discusses the linkage of radio to correspondence courses in multi-media systems. Chapter 4 focuses on college planning and administration and presents a comprehensive model of a medium-sized correspondence unit or college. The final chapter presents an example of distance education in a case study on Thailand. Two appendixes include (1) an excerpt from an article on pedagogical aims, opportunities, and drawbacks in Thailand and (2) selected reference materials. (CSS)

*Anderson, Elizabeth T. And Others*
**The Development and Implementation of a Curriculum Model for Community Nurse Practitioners. Health Manpower References.**
Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Nursing.
Report No.-DHEW-HRA-77-24
Pub Date-Aug 77
Contract-N01-NU-14073
Note-131p.; Contains occasional small print
**EDRS Price MF-$0.83 HC-$7.35 Plus Postage.**

Descriptors-*Community Health, Community Health Services, Community Problems, Community Study, Curriculum Design, *Curriculum Development, Data Collection, Graduate Study, Graduate Surveys, Intervention, Masters Degrees, Measurement Goals, Models, Nurses, *Nursing, Problem Solving, *Professional Education, Program Attitudes, Program Development, *Program Evaluation, Recordkeeping, Records (Forms), Role Perception
Identifiers-*Community Nurse Practitioners, Texas

The study reported here describes the development and testing of a curriculum model to extend the role of public health nurses into community nurse practitioners (CNP). The content is presented in six chapters. The first chapter overviews the conceptual framework for the CNP role and then describes the three-course sequence comprising the CNP track of the master's program at the University of Texas School of Public Health. After briefly describing the program graduates, the next chapter presents the master's projects written by graduates, staff perceptions of the graduates as students, and the results of a program evaluation survey of graduates. Chapter 3 on community outcome analysis covers health needs and community change. The next chapter, which is the development of a community-oriented health record (recordkeeping system), discusses the development of forms (includes form samples) to facilitate community intervention and evaluation. The results of a preliminary study concerning the effect of a nine-month learning experience on students' attitudes toward working in the community and with community groups are reported in chapter 5. The last chapter summarizes the opinions of a panel of experts who reviewed the CNP program. Course descriptions for CNP seminars and the graduate evaluation questionnaire are appended. (EM)

ED 162 055 CE 016 626

The Effect of Career Awareness and Career Exploration Counseling on the Vocational Choices of Inner-City High School Students. Report on Project BITE California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency-California State Dept. of Education, Los Angeles.
Pub Date-Mar 78
Note-142p.; Not available in hard copy due to poor print quality in original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Career Awareness, *Career Choice, *Career Education, *Career Exploration, Community Involvement, Decision Making, Field Trips, Occupational Information, Program Development, *Program Effectiveness, Program Evaluation, *School Community Relationship, School Industry Relationship, Secondary Education, Student Attitudes, Urban Schools, Vocational Counseling, Work Attitudes
Identifiers-Business Industry Training Education, Inglewood Unified School District CA

Project BITE (Business-Industry-Training-Education) was conducted to determine if career decisions of inner-city high school students can be influenced by career training in the areas of career information, career exploration, and job development. The study was also planned to provide information about how schools can achieve maximum benefits from exposure of students to the world of work through cooperation with and assistance of business, industry, and the community. Twenty-nine students were enrolled in BITE classes at two inner-city high schools in the Inglewood (California) Unified School District. Two control group classes of twenty-five students each were also identified. Students in both the BITE classes and the control classes had been identified as having no vocational choice'' prior to the start of the program. The classes consisted of five days of special study devoted to each of the fifteen modules developed around different occupational clusters. Field trips and resource speakers were utilized in addition to classroom activities. Each student was given a pre- and posttest to determine his/her attitudes and feelings toward making a career choice and entering the world of work and to determine the student's knowledge about occupations and decisions relevant to choosing a career. The results indicated that the average BITE student rasied his/her score on both the attitude and competency scales by twenty percentage points during the semester, while the average control student increased his/her score by one-half of one percentage point during the semester. (BM)

ED 162 056 CE 016 846

*Boyer, Ernest L.*

**Remarks of Ernest L. Boyer, U.S. Commissioner of Education.**

Pub Date-4 May 78

Note-20p.; Speech given at The Annual Joint Meeting of the State and National Advisory Councils on Vocational Education (Washington, D.C., May 4, 1978); Page 6 will not reproduce well due to poor print quality in the original document

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Alternative Schools, *Educational Alternatives, Educational Attitudes, *Educational Change, Educational Demand, Educational Development, Educational Innovation, Educational Methods, *Educational Needs, Educational Problems, Elementary Secondary Education, Institutional Role, Postsecondary Education, Social Attitudes, *Student School Relationship, *Vocational Education

The coming decade will be a more significant period for the relationship of education to vocation and work than any other period in U.S. history. No longer will life be divided into periods of preschool play, formal learning, forty years of work, and decline; rather, these periods will interlock, especially as continued learning becomes increasingly necessary for work. Thus, the definition of a student must be changed, and likewise the areas of educational content and structure. Schools must recognize that they are dealing with students who have flexible and multiple demands and that their structures must be flexible and permit these alternative demands. An example of a flexible college is located in New York at Empire State College which operates through urban learning centers, instead of a campus, and permits students to develop their own course of study. Educational content must change so that people no longer think of liberal vs. vocational education. Schools must assist students to deal not only with intellectual ideas, but also with the practical application of these ideas. Notions that one field surpasses another in dignity and worthiness need to be dropped from society's thinking. If schools do not make these adjustments in structure and content, new kinds of institutions will emerge to fulfill these needs. (ELG)

ED 162 057 CE 017 015

*Campbell, Clifton P.*

**Descriptive Report on Numerically Controlled Equipment.**

Pub Date-78
Note-65p.; Photographs throughout this report may not reproduce well; For a related document see CE 017 014
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Computers, Definitions, Descriptive Writing, Drafting, Electronic Control, Equipment, *Inspection, *Machine Tools, *Numerical Control, Postsecondary Education, *Production Techniques, *Testing, Trade and Industrial Education, Vocational Education

This report presents descriptive information on numerically controlled operational devises. The information is designed for the education and training community, manufacturers, supervisors, machine operators, and others who do not have an extensive technical background in numerical control. In the first of three chapters, numerical control background information and definitions are provided. Numerical control is defined as a system in which numerical data is inserted into a machine to control or direct the operations of the machine. In chapter 2, the use and description of numerically controlled drafting machines and plotting machines are discussed. Over fifteen types of production equipment and two types of inspection/testing machines are described. Representative machine examples are discussed, and twenty-six pictures of various production and inspection/testing machines accompany the text. Chapter 3 summarizes the report's contents. An extensive bibliography is included. (A glossary of numerical control language is available separately see note.) (CSS)

**Development of a Training Plan for DCW Juvenile Service Unit Workers.**
Human Resources Research Organization, Fort Knox, Ky. Div. 2.; Kentucky State Dept. of Child Welfare, Frankfort.
Spons Agency-Kentucky Crime Commission, Frankfort.
Pub Date-Jul 73
Note-239p.; Not available in hard copy due to reproducibility problems
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Child Welfare, Counselor Training, *Educational Needs, Inservice Education, *Job Analysis, *Job Training, Needs Assessment, Questionnaires, *Social Workers, Special Counselors, *Staff Improvement, State Surveys, Welfare Services
Identifiers-Kentucky

A study was conducted to ascertain the job requirements and training needs of juvenile service unit workers. A training needs assessment inventory questionnaire was mailed to all juvenile service unit workers in the Kentucky Department of Child Welfare (DCW). Data from 146 questionnaires were analyzed to provide job descriptive information, which was used to identify job requirements, training needs, and training priorities of social workers and juvenile counselors. Results of the study showed that the respondents represented eleven different job classifications categories covering four basic job positions. A total of 163 social worker job requirements and 142 juvenile counselor job requirements were identified as critical to successful job performance. Interviewing, developing treatment goals or plans, and providing protective services to children neglected or abused were areas of training needs given priority. From the lists of training priorities identified for juvenile service unit workers, a training plan was developed for implementation by the Staff Development and Training Unit of DCW. (JH)

ED 162 059 CE 017 209

*Schurter, William J.*

**The Development of a Procedure for the Design of Competency Based Modular Instructional Programs. Final Report.**

Maryland Univ., College Park. Dept. of Industrial Education.

Spons Agency-Maryland Vocational Education Research Coordinating Unit, Baltimore.

Pub Date-78

Note-53p.; Not available in hard copy due to light print in original document

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Auto Mechanics (Occupation), Behavioral Objectives, Curriculum Development, Demonstration Programs, *Job Skills, *Learning Modules, *Performance Based Education, Program Development, Program Guides, Q Sort, *Sequential Programs, *Task Analysis, Teaching Methods, Technical Education, *Trade and Industrial Education, Vocational Education

Identifiers-Maryland, Vocational Technical Education Consortium States

A project was designed to develop a curriculum model based on salient, sequenced occupational tasks. After an extensive literature review and staff discussions, a modified Q-Sort procedure was formulated to select and sequence tasks. The procedure made it possible to readily utilize a catalogue of tasks compiled by the Vocational-Technical Consortium of States (V-TECS). The tasks were used to develop a competency based modular vocational and technical model. Two general automotive task outlines were prepared as examples of the application of the sorting procedure. The outlines are intended to serve as models for subsequent instructional program designs which employ V-TECS catalogues. Also, a procedure handbook for local educators (included as Appendix A) was written to detail procedures for using V-TECS occupational catalogues to develop competency based modular instructional programs. (CSS)

ED 162 060 CE 017 294

**Study of Essential Living Skills for Members of Families in Multiple Roles. Final Project Report.**

Spons Agency-Arizona Occupational Research Coordinating Unit, Phoenix.; Arizona State Dept. of Education, Phoenix. Home Economics Education.
Pub Date-30 Jun 78
Note-288p.; Not available in hard copy due to reproducibility problems
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Daily Living Skills, Employee Attitudes, Employees, *Employment, *Family Role, Females, Housewives, Individual Characteristics, *Interpersonal Competence, Males, Questionnaires, Role Perception, Sex Role, Sex Stereotypes

A study was performed to identify empirically those essential living skills (ELS) perceived as important by men and women in their roles as a family member, an individual, and as an employee. Data was collected on a voluntary basis from 4,929 employed persons contacted through businesses, and 124 homemakers surveyed door-to-door. The ELS instrument consisted of eighty-seven items relating to roles of the family member, the individual, and the employee. Respondents could check the item as being important to one or more of the roles or not important to any of the roles. Demographic information was also collected and used in the study. Among the findings and conclusions it was noted that (1) more ELS were perceived as necessary for the individual role, and ELS for the employee role were least in number; (2) there were greater similarities of ELS needed for the two roles of family member and individual than any other of the possible role combinations; (3) relatively few ELS were seen as important for the employee role; and (4) sex stereotyping was reflected in that males noted more ELS for males than females in the employee role and more ELS for females than males in the family role; generally, females concurred with this viewpoint. (CSS)

ED 162 061 CE 017 378

*Kidd, J. Roby, Ed. Selman, Gordon R., Ed.*

**Coming of Age. Canadian Adult Education in the 1960's.**

Canadian Association for Adult Education, Toronto (Ontario).

Pub Date-78

Note-420p.

**EDRS Price MF-$0.83 HC-$22.09 Plus Postage.**

Descriptors-*Adult Education, *Adult Education Programs, *Adult Learning, Anthologies, Community Development, Continuous Learning, Developed Nations, Educational Alternatives, *Educational Development, Educational History, Educational Innovation, Labor Education, National Programs, Professional Continuing Education, Program Descriptions, Social Change, Technological Advancement, Womens Education

Identifiers-Canada

This book is a collection of selected writings and speeches which document the developments in the Canadian adult education movement during the 1960's. The writings and speeches are presented in six sections as follow: (1) Introduction, (2) The Setting, (3) Organizing for Work, (4) Programs and Experiences, (5) The Learner, and (6) Coming of Age. Some representative articles from each of the sections respectively are (1) The Sixties; (2) The Meaning of English Canada; Automation and the Changing Meaning of Work; Education of Women; and EXPO A Major Experience in Adult Education; (3) Organizing for Lifelong Learning; Aspects of Leadership and Participation; Community Development in Canada and Abroad; Adult Education Research in Canada; A Role for the New Universities; Establishing a University College for Adults; The Community College in Canada; Organizing Labor Education in the College; and Need for Innovative Schools for Adults; (4) Libraries; The Church as Educator; Challenge for Change; Living Room Learning in British Columbia; Frontier College: An Innovative Anti-Poverty Approach; Arts and Crafts Serving Adult Education; Programs for People Getting Ready to Retire; and Programs of Continuing Education for the Professional; (5) The Adult Self-Learner An Historical Perspective; Factors Affecting Academic Achievement of Adult Students; and A Forty-Year-Old Takes Up Jazz; and (6) A Talk to Teachers; and Seeds of Promise. (EM)

ED 162 082 CE 017 453

**Watkins, Nettie Patton, Bob**
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date-78
Note-383p.: For a related document see CE 017 454
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Birth, Child Care, Educational Testing, *Health Occupations Education, Health Personnel, Infants, Job Skills, Medical Services, Medicine, Mothers, *Multiple Choice Tests, *Practical Nursing, State Licensing Boards, Surgery

This manual consists of area 2 test pool questions which are designed to assist instructors in selecting appropriate questions to help prepare practical nursing students for the Oklahoma state board exam. Multiple choice questions are utilized to facilitate testing of nursing 2 curriculum objectives. Each test contains questions covering each concept; however, a test does not necessarily measure each specific objective. The instructor is advised to use questions best related to his/her own presentation method. A table of contents corresponds to the major tabs and subtabs and indicates where questions relating to a certain subject are presented. An answer key is supplied at the end of each test. There are five major sections: (1) medications, (2) nursing principles and skills 2, (3) maternal and infant care, (4) nursing of children, and (5) medical surgical nursing. Forty-three units are covered in the five sections. (For nursing test pool questions for area 1, see CE 017 454.) (CSS)

ED 162 063 CE 017 454

*Watkins, Nettie Patton, Bob*
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Pub Date-77
Note-284p.; For a related document see CE 017 453
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Biological Sciences, Educational Testing, *Health Occupations Education, Health Personnel, History, Intercommunication, Interdisciplinary Approach, Interpersonal Relationship, Job Skills, Medical Services, *Multiple Choice Tests, *Practical Nursing, State Licensing Boards

This manual consists of area 1 test pool questions which are designed to assist instructors in selecting appropriate questions to help prepare practical nursing students for the Oklahoma state board exam. Multiple choice questions are utilized to facilitate testing of nursing 1 curriculum objectives. Each test contains questions covering each concept; however, a test does not necessarily measure each specific objective. The instructor is advised to use questions best related to his/her own presentation method. A table of contents corresponds to the major tabs and subtabs and indicates where questions relating to a certain subject are presented. An answer key is supplied at the end of each test. There are three major sections: (1) personal vocational relationships, (2) basic nursing principles and skills, and (3) life sciences and health. Fifty-one units are covered in the three sections. (For nursing test pool questions for area 2, see CE 017 453.) (CSS)

ED 162 064 CE 017 604

**Tucson Career Education Project. Tucson, Arizona, School District No. 1. First Funding Year, June, 1976. Final Project Performance Report.**

Tucson Public Schools, Ariz.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jun 76
Grant-G007502314
Note-59p.; Not available in hard copy due to broken print in original document; For related documents see ED 114 586 and ED 120 411
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Bilingual Education, *Career Awareness, *Career Education, Career Exploration, *Changing Attitudes, Dropout Programs, Elementary Secondary Education, Employment Opportunities, *Fused Curriculum, Job Placement, Job Search Methods, Learning Activities, Minority Group Children, Occupational Information, Spanish Speaking, Teacher Attitudes, Vocational Counseling
Identifiers-Arizona, Education Amendments 1974, Tucson School District No 1

The project was designed to accomplish three major goals: to broaden occupational understandings of pupils K-12, to expand employment opportunities of minority youth dropouts or potential dropouts, and to develop long-term cooperation and communication between the school and community employers or agencies. Major project accomplishments fell into four categories: (1) changes in teacher attitudes toward career education, (2) changes in learner behavior, (3) specific products, and (4) activated processes and strategies. At the elementary level, emphases in five target schools were on curriculum infusion and career awareness. In junior high and high school, curriculum infusion and career awareness were carried on with teachers and in class groups. Other functions such as job survival, career exploration, counseling, and placement were accomplished in small groups. The dropout component required an individualized approach, but some job survival counseling occurred in small groups. Generally, the project objectives were attained. One project accomplishment was the training of teachers, administrators, and counselors in using infusion strategies and in assisting youth with career selection and goal-seeking. Also noted was the school personnel's accompany attitude shifts from negative/apathetic to positive. Minority youth, including dropouts, were provided with specialized assistance which had been otherwise unavailable. Bilingual career education materials were developed. (CSS)

ED 162 065 CE 017 615

**Project GIVE. Final Report.**

Maine School Administrative District 51, Cumberland Center.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date- 76
Grant-G007502238
Note-145p.; Not available in hard copy because of light, broken print in original document; For related documents see ED 114 586 and ED 120 411
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Career Choice, *Career Development, Career Education, Community Involvement, Educational Objectives, *Educational Programs, *Elementary Secondary Education, Information Dissemination, Inservice Teacher Education, Language Skills, Learning Activities, Occupational Guidance, Performance Based Education, Personal Growth, *Program Development, *Program Effectiveness, Program Evaluation, Teaching Methods
Identifiers-Education Amendments 1974

This final report on Project GIVE (Guidance in Vocations and Education) consists of a report by project staff and a third-party evaluation report. The staff report summarizes major activities undertaken to achieve the project's eight basic objectives, anticipated changes and problems, and dissemination and special activities. The evaluation report begins by stating that the project is making substantial progress in all six of its goals: (1) increase career awareness among students; (2) aid in developing students' decision-making skills regarding career choices; (3) develop senior job entry-level skills or readiness for further education; (4) expand community involvement and opportunities for outside learning experiences; (5) increase teacher knowledge of career alternatives related to academic disciplines; and (6) increase use of career education concepts in grades K-12. Three mini-studies are described on the impact that career education has had on student performance; test scores from students in grades 3, 6, and 9 are analyzed and found to show that the infusion of career-education-oriented activities has a substantial effect on student personal growth and language skills. The final section of the evaluation assesses how effectively the project has met its performance objectives for each grade through use of learning activities, such as field trips, guest speakers, classroom discussions, inservice sessions for teachers, career exploration, shadowing, and group guidance sessions. The appendixes include documentation for the evaluation and the project proposal. (ELG)

ED 162 066 CE 017 629

**Comprehensive Career Life Development Center. Final Report.**
Virginia Western Community Coll., Roanoke.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jul 76
Grant-G007502123
Note-144p.; Not available in hard copy due to reproducibility problems; For related documents see ED 114 586 and ED 120 411
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Adults, Career Education, Community Colleges, Community Involvement, Cooperative Education, *Counseling Services, Curriculum Development, *Demography, Employment Services, Faculty Development, Interviews, Job Placement, Occupational Guidance, Occupational Information, *Program Attitudes, *Program Development, Program Evaluation, Publicize, Questionnaires, *Resource Centers, Testing, *Vocational Counseling, Work Study Programs
Identifiers-Education Amendments 1974

The Career Life Development Center (CLDC) developed at Virginia Western Community College was designed to serve both enrolled students and non-student residents of the locality. The following eleven program components were implemented: career counseling interviews; curriculum-based counseling strategies; diagnostic center; individual career information profile; career information center; cooperative education; college work study; college placement office; public radio and other outreach strategies; supplemental programming for professional staff development; and program evaluation. The study sought to identify (1) selected personal and demographic characteristics of CLDC users; (2) CLDC services utilized; (3) users' attitudes and opinions toward specific aspects of the Center; and (4) any users' comments and/or opinions concerning CLDC. The study population consisted of 512 persons who had used at least one of the CLDC's services. A mailed questionnaire (appended) was used as the survey instrument. Approximately 48% of the population returned the questionnaire. The data identified sex, age, race, educational status, and employment status of the respondents. Results indicated that the services most often used were testing (40%), occupational information (25%), and career counseling (25%). The attitudes and opinions of the users indicated positive support for all aspects of the CLDC and overall satisfaction with the services offered. (Numerous program materials and correspondence are appended.) (Author/BM)

ED 162 067 CE 017 646

**Career Education Program. Final Report.**

Tennessee State Dept. of Education, Nashville. Div. of Instructional Services.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Jun 76

Grant-G007503737

Note-59p.; Not available in hard copy due to broken type in original document; For related documents see ED 114 586 and ED 120 411

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Career Awareness, *Career Education, Elementary Secondary Education, *Faculty Development, Financial Support, Fused Curriculum, Inservice Teacher Education, Newsletters, *Program Attitudes, *Program Development, *Program Evaluation, Program Improvement, Program Planning, Publicize, State Departments of Education, Technical Assistance

Identifiers-Education Amendments 1974

Tennessee's career education program of 1975-76 was based on the following objectives: (1) provide orientation to state department of education personnel on how to effect incremental improvements in K-12 career education with an emphasis on grades 7-12; (2) provide in-service career education for selected local education leaders and assistance to them in developing plans for integrating career education in the curriculum; (3) provide technical and monetary assistance to local education leaders for training their school personnel in career education; (4) provide through principals, teachers, counselors, and librarians in the selected schools instructional programs based on the career education concept; and (5) publicize continuing career education activities and evaluations of the program's success in achieving each of the five objectives. Nine local school districts were selected to develop and implement a career education program. A third-party evaluator collected data on career education knowledge and attitudes of the program participants. An analysis of responses from state, school system, and local school personnel showed that the scores of each group reflected general knowledge of career education and that all three groups indicated a positive attitude toward career education. Data also showed that there was a definite and fairly consistent increment in student knowledge and attitudes toward career education as students advanced from grade 7 through grade 12. (Several examples of the monthly newsletter published by the project are appended.) (Author/BM)

ED 162 068 CE 017 668

**A Report of a Study for Improving Personnel Development in Occupational Education for Illinois. Final Report.**

Spons Agency-Illinois State Office of Education, Springfield. Div. of Vocational and Technical Education.
Pub Date-74
Note-87p.
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-Administrative Personnel, *Career Education, Community Agencies (Public), Community Colleges, Educational Alternatives, *Educational Needs, Inservice Teacher Education, Instructional Staff, Interviews, Occupational Guidance, *Performance Based Teacher Education, Personnel Data, Personnel Needs, Schools of Education, Secondary Education, *Staff Improvement, State Agencies, Statewide Planning, Surveys, *Teacher Education, Vocational Counseling
Identifiers-Illinois

A study was performed to examine problems and opportunities associated with occupational education personnel development. Study objectives were (1) to define the career education concept in relation to occupational personnel development needs, (2) to analyze the need for personnel required to implement occupational education goals, (3) to describe Illinois' personnel development system components, (4) to suggest alternative program delivery models, (5) to develop recommendations and model implementation strategies, and (6) to identify problem areas requiring additional research or funding. Opinions and information were supplied by over 500 professional educators, teachers and administrators, state education agency personnel, and citizens throughout Illinois. Study activities included interviews, surveys, and identification of three major occupational education personnel categories. Sixty-six percent of the secondary schools and community colleges surveyed responded; this portion of the study revealed increased enrollment in occupational programs. Occupational education directors expressed a need for inservice staff development. A survey of Illinois teacher training institutions found a considerable amount of institutional resources available to serve occupational education personnel development. To meet alternative program development needs, it was suggested that institutions must increase their understanding of career education and development. Few developed occupational teacher education programs exist. The study yielded numerous recommendations. (CSS)

ED 162 069                                                              CE 017 685

Making Housing Decisions. Oregon Association of Realtors, Salem.; Oregon State Dept. of Education, Salem.

Pub Date- 76

Note-27p.; The Teacher Materials section may not reproduce well due to being printed on colored paper

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Curriculum Guides, Definitions, *Financial Needs, Financial Services, *Financial Support, *Housing, Insurance Programs, *Learning Activities, Loan Repayment, Performance Based Education, Property Appraisal, Property Taxes, *Real Estate, Resource Materials, Vocabulary

Identifiers-Escrow, Mortgages

This curriculum guide provides the teacher with materials for a course on how to make housing decisions based on eight considerations: (1) the advantages of buying versus those of renting; (2) buying and the major expenses that it entails; (3) evaluating and choosing a house; (4) methods of financing; (5) the purpose of escrow; (6) property taxes; (7) types of property insurance; and (8) planning for resale by assessing such factors as appreciation and depreciation. The teacher's section includes the key ideas, course goals, suggested resources, and learning experiences for each topic. Vocabulary lists are also given with definitions in accordance with real estate law. The types of learning activities fall into three categories: classroom discussions, research projects, and guest speakers such as attorneys, bankers, builders, and realtors. The student materials consist of an information sheet on each topic. (ELG)

ED 162 070 CE 017 692

*Hall, Elizabeth And Others*

**A Total Community Effort. Dallas K-12 Urban Career Education Project. Final Report.**

Dallas Independent School District, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-31 Aug 78
Note-145p.
**EDRS Price MF-$0.83 HC-$7.35 Plus Postage.**

Descriptors-*Academic Achievement, Attendance, Career Awareness, *Career Education, *Community Involvement, Curriculum Development, Elementary Secondary Education, Faculty Development, Fused Curriculum, Needs Assessment, Program Administration, *Program Development, *Program Effectiveness, Program Evaluation, Program Improvement, *Student Development, Urban Areas, Urban Education, Urban Schools

The Dallas K-12 Urban Career Education Project was conducted in two phases. Phase I focused on the following objectives: (1) perform an assessment of career education needs; (2) identify and train a cadre of staff members from the fourteen schools participating in the project; (3) identify and/or develop infused career education curriculum for implementation in the project schools; and (4) develop administrative procedures to implement career education in an urban district according to the state plan. Phase II focused on these objectives: (1) produce measurable increases in the academic achievement of inner-city students; (2) produce measurable increases in student development in terms of specified learner outcome goals; (3) improve student attendance in the participating classrooms of the project schools; and (4) increase community involvement in the teaching-learning process. The evaluation design featured both process and product assessments and was conducted to provide information through the comparison of students' control and experimental performance on various test instruments. Based on the data collected, generalizations, conclusions, and recommendations were made. Overall, the project had favorable impact on objectives 1, 2, and 4 of the four specified objectives for phase II. (BM)

**Instruments for the Evaluation of Vocational Teacher Education.**

Indiana Univ., Bloomington. School of Education.; Purdue Univ., Lafayette, Ind. Dept. of Education.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.
Note-212p.
**EDRS Price MF-$0.83 HC-$11.37 Plus Postage.**
Descriptors-Bibliographies, Colleges, Educational Objectives, *Evaluation, *Evaluation Methods, Higher Education, Instruction, Literature Reviews, *Measurement Instruments, Models, Performance Based Teacher Education, Performance Criteria, Research, Services, State Colleges, *Teacher Education, Teachers, *Vocational Education

To evaluate vocational teacher education as comprehensively as possible, a model was developed which is applicable statewide, based upon the primary delivery system of public institutions of higher education, inclusive of the three major missions of vocational teacher education (instructional services, research and development activities, and service activities), and based upon expectations for vocational professional development. Within the model, each of three mission areas is described in terms of goal statements which require objectives to describe how vocational teacher education programs will achieve a particular goal. Operationalization of the objectives in measurable terms is provided through process and product criteria which specify the basic components of an objective. The instruments contained in this manual were developed to encompass all the criteria statements and correspond to the process and product criteria. While the process instruments are intended for use by the institution's faculty for self-study, the eleven product-related instruments are designed for use by individuals outside the institution, such as state and national service agencies, research students and faculty, and other users of research and development products. (The manual provides copies of and directions for the instruments as well as a brief literature review and bibliography of evaluation systems for vocational teacher education. The appendixes include a diagram of the evaluation model, and outline the goals and objectives for the three mission areas.) (ELG)

ED 162 072 CE 017 710

*Wolff, Jurgen M. And Others*

An Audio Digest System for Communicating Career Education Information. Executive Summary. Technical Report American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.

Report No.-AIR-538-6/76-TR

Pub Date-Jun 76

Grant-G007502303

Note-70p.; Some appendix materials may not reproduce well because of small type; For related documents see ED 114 586 and ED 120 411

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-*Audiotape Recordings, *Career Education, Community Involvement, Delivery Systems, *Faculty Development, Field Studies, *Fundamental Concepts, Fused Curriculum, Handicapped Students, *Information Sources, Inservice Teacher Education, *Program Development, Program Effectiveness, Program Evaluation, Program Improvement, Sex Stereotypes, Vocational Counseling

Identifiers-Education Amendments 1974

A study was conducted to develop a prototype audio digest to deliver in cassette tape format information concerning career education program design, basic concepts, and faculty training. The project focused on the following goals: increase the amount of career education information in an easily assimilated, high impact format; establish a delivery system that is national in scope; evaluate responses of a large national field test group; and explore the feasibility of continuing the digest on a subscription basis after federal support ends. Eight tapes were produced on the following subjects integral to career education: definition; community involvement; career education and guidance; sex stereotype-free programs; career education for the handicapped; curriculum infusion; evaluation; and staff development. One side of each cassette presented the most recent developments in the field, including legislation, funding information, excerpts from important speeches/interviews, and significant research/development results. The other side of each tape contained a documentary on one or two successful programs. The cassettes were field tested in 106 school districts (a stratified random sampling drawn from all fifty states). Results showed that for programs beginning career education implementation, the tapes helped establish guidelines and provided ideas that could be incorporated into the programs. For on-going programs, the tapes reinforced ideas already in effect and provided a medium for presenting career education to the community. The tapes were also found to be useful in inservice programs. (BM)

ED 162 073 CE 017 741

*Aslanian, Carol B. Paul, Regina H.*

**An Evaluation of the CERES Model Project Career Education Responsive to Every Student, Ceres, California.**

Policy Studies in Education, New York, N.Y.

Spons Agency-Florida Technological Univ., Orlando. Div. of Sponsored Research.; Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Aug 76

Grant-G007506902

Note-39p.; For related documents see CE 017 740, ED 114 586, and ED 120 411

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Articulation (Program), Auto Mechanics, Career Choice, Career Development, *Career Education, Community Involvement, *Educational Objectives, *Elementary Secondary Education, English Education, *Evaluation, Evaluation Methods, Industrial Education, Instructional Materials, Job Application, Models, Pilot Projects, Preservice Education, Special Education, Success Factors, Teacher Attitudes, *Testing

Identifiers-Education Amendments 1974

The CERES (Career Education Responsive to Every Student) Model Project for grades K-12 was evaluated by an outside party as well as internally by project staff (see CE 017 740). The external summative evaluation was limited to assessing project effectiveness based on pre- and posttests for the following objectives: (1) career education knowledge and awareness, career choice, and obtaining information about careers in grades 7 and 8; (2) job application skills in grade 9; (3) knowledge of auto mechanics, basic vocabulary, and career education information in auto-English classes; (4) improvement in attitude toward, and increase in knowledge of, career education among teaching interns; and (5) developing a pilot testing program to evaluate career education in elementary schools. It was concluded that CERES staff members function well as a team and receive much support from administrators, teachers, and the community; that career education seems strongest at the elementary level and at the skill-preparation level in the secondary schools; that the special education component needs more leadership, and articulation should be improved among all components; that the project has not only increased the students' career awareness but has also favorably influenced preservice teaching interns; and that a stronger conceptual framework, as well as more effective instructional materials, needs to be developed. (ELG)

ED 162 074 CE 017 827

**The Wisconsin Guide to Local Curriculum Improvement in Industrial Education, K-12. (Revised). Bulletin 7070.**

Wisconsin State Dept. of Public Instruction, Madison.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-76
Note-31p.; For the original edition of this document see ED 092 799
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Behavioral Objectives, Career Development, Career Exploration, Communication Skills, *Curriculum Development, Curriculum Planning, Elementary Secondary Education, *Industrial Education, Job Skills, Learning Activities, Management Development, Skill Development, State Curriculum Guides, *Systems Analysis, Systems Approach
Identifiers-Wisconsin

This curriculum guide was developed to assist teachers (K-12) in developing comprehensive industrial education programs, establish individual courses, or plan instruction integrated with other academic areas. This booklet's content is presented in eight sections. The first, an introduction for teachers, explains the purpose of the guide. The next three sections briefly provide a rationale for industrial education and define industry and industrial education. The next and longest section identifies five behavioral objectives of industrial education and for each objective presents a matrix to serve as a basis for selecting and organizing content. The elements of industry (system, resource, and coordinating elements) appear on the vertical axis of the matrix while content organizers (elements that provide specific focus for each objective) appear on the horizontal axis. The sixth section discusses three levels in the process of local curriculum planning, development, and review. The next section lists examples of sub-objectives and activities, while the last one presents questions that can be used by teachers to provide students with the opportunity to interact with each other and examine issues. A list of supplementary references and a bibliography are attached. (EM)

ED 162 075 CE 017 843

**The Philippines: Parts 1 and 2. World Education Series.**
World Education, Inc., New York, N.Y.
Note-17p.; A syllable chart and photographs throughout this document will not reproduce well due to colored background
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Adult Basic Education, Adult Literacy, Community Surveys, *Curriculum Development, Foreign Countries, Illiterate Adults, *Literacy Education, *Process Education, Program Descriptions, Teacher Role, *Teaching Methods
Identifiers-Philippines

Rationale and format are presented of some new adult learning materials developed for illiterates being served by the Philippines Rural Reconstruction Movement (PRRM). In part 1 the project's background, objectives, and curriculum design are introduced. The primary objective is defined as the intent to broaden the scope of PRRM's functional literacy program by integrating family planning concepts into the curriculum. It is reported that in order to make the curriculum relevant to rural Filipinos, a survey was conducted to determine levels of living, knowledge, attitudes, and practices at the local level. The remainder of part 1 focuses on the curriculum. For example, literacy materials are given to the student one lesson at a time, and the materials begin each lesson with a lead sentence closely related to the student's daily problems. A syllable chart demonstrates the manner in which syllables are introduced. Part 2 continues with a description of the lessons: each two hour session is divided into two parts; the first hour is devoted to group discussion and the second hour to language arts skills. Also in this part the teacher's role is defined, and the survey instrument and individual progress form are included. (CSS)

Homemaking Family Living. Curriculum Planning Guidelines. Level I-II. Middle School, Grades 5-8. Reprint 1978. Home Economics Education, New York State Education Dept., Albany. Bureau of Occupational Education Curriculum Development.

Pub Date-78

Note-116p.; Not available in hard copy due to light type of original document; For related documents see CE 014 566 and ED 140 069

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Behavioral Objectives, Clothing Instruction, *Curriculum Design, *Curriculum Development, *Family Life Education, Foods Instruction, *Home Economics Education, Home Furnishings, Housing, Human Development, Intermediate Grades, Junior High Schools, *Learning Modules, Needs Assessment, Nutrition Instruction, State Curriculum Guides, Student Needs, *Teaching Techniques, Textiles Instruction

This curriculum guide for Levels I and II home economics teachers in New York State provides guidelines for developing instructional program content for grades 5-8. An introductory section describes the design of the homemaking-family living curriculum; presents procedures for utilizing modules in planning instruction with an example of plans for implementing one specific module; and includes suggestions for the development of courses. The remaining two sections of the document present the scope of learnings, the curriculum framework, and sample modules for each of the two instructional levels. The curriculum covers four basic subject areas (human development; housing/furnishings/equipment; food/nutrition; and clothing/textiles) and six content emphases (management, buymanship, leisure, careers, health/safety, and relationships). The following information is appended: an analysis of student needs and a needs analysis chart; a glossary of terms; a mini-guide for writing measurable behavioral objectives; and related forms. (Sample modules for instructional levels III, IV, and V, which cover grades 9-12, are available in a companion document, CE 014 566.) (BM)

ED 162 077 CE 017 887

*Charters, Alexander N. Hilton, Ronald J.*

**Resources for Educators of Adults. Who We Are: What Some Educators of Adults Say about Their Characteristics, Competencies & Roles.**

Syracuse Univ., N.Y. Publications Program in Continuing Education.

Report No.-MS5

Pub Date-Jun 78

Note-52p.; Parts of this document may not reproduce well due to broken type

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-*Administrator Characteristics, Administrator Responsibility, *Administrator Role, *Adult Education, *Adult Educators, Interpersonal Competence, Interpersonal Relationship, Interviews, Job Satisfaction, Problems

In this study full-time adult education program administrators were interviewed and taped to determine what they did on the job, how they felt about what they did, and how they prepared or felt they should be preparing to achieve the goals they identified as essential to doing those jobs well. Transcript responses from the interviews were divided into seven clusters which define adult educators' competencies and roles. The seven clusters are as follow: (1) people skills, (2) tightrope-walking the need for a strong ego, (3) the knowledge base what one has to know to be an educator of adults, (4) where you belong the organizational sense, (5) the multi-dimensional quality, (6) rubbing shoulders with people the experiential base, and (7) resources valued. (CSS)

ED 162 078 CE 017 905

**Proprietary Education: Alternatives for Public Policy and Financial Support. Final Report.**

Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-1 Oct 77
Grant-G007603720
Note-417p.; Not available in hard copy due to reproducibility problems
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Academic Standards, Accreditation (Institutions), Annotated Bibliographies, Certification, Cooperative Planning, Educational Administration, Educational Alternatives, Educational Needs, Educational Planning, *Financial Support, *Institutional Characteristics, Instructional Staff, National Surveys, Postsecondary Education, Program Descriptions, *Proprietary Schools, *Public Policy, Public Support, School Services, State Aid, State Licensing Boards, *State Standards, State Surveys, Student Costs, *Vocational Education
Identifiers-Illinois

In phase 1 of this study Illinois proprietary institutions were surveyed to identify their vocational program offerings; a directory of their offerings was published. In phase 2 Illinois proprietary school administrators were interviewed, and the data was analyzed to determine resources available, the institution's readiness for cooperation and/or public support, and the institution's strategies for serving adult and minority populations. Among the thirty-seven phase 2 conclusions, it was reported that Illinois proprietary school owners display a professional approach as evidenced by membership in local, state, and national associations and efforts to obtain national accreditation. Also, the lecture or shop lecture/lecture demonstration is the most orevalent type of instructional methodology. In phase 3 a national survey was taken to determine state-based public/private cooperation and financial support to proprietary education, and a statewide assessment was made of attitudes toward public support of proprietary education. In phase 3, thirteen conclusions were formed concerning state-based policies for resident proprietary education. For example, it was documented that resident proprietary vocational education is a large enterprise, and boards authorized to administer state plans for vocational education have limited responsibility for governing, coordinating, or regulating resident proprietary vocational education. (The proprietary institutions directory, an annotated bibliography, and survey instruments are included.) (Author/CSS)

**Community College Occupational Programs Evaluation System. 1977 Report: Program Areas.**

California Community Colleges, Sacramento. Office of the Chancellor.; Foothill-De Anza Community Coll. District, Los Altos Hills, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 77
Note-105p.; Appendixes C and D may not reproduce well due to broken type
**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**
Descriptors-*Business Education, *Community Colleges, Demonstration Projects, Educational Assessment, Educational Needs, *Evaluation Methods, Evaluation Needs, Failure Factors, Home Economics Education, Information Needs, Inservice Teacher Education, Junior Colleges, *Justice, Needs Assessment, *Program Evaluation, Program Validation, School Community Relationship, Success Factors, Teaching Quality, *Vocational Education, Vocational Followup
Identifiers-California

A study was conducted to demonstrate the usefulness and effectiveness of the Community College Occupational Programs Evaluation System (COPES) in assessing program areas in California community colleges. The demonstration concentrated on two program areas, administration of justice and business occupations, and a statewide sample of eight colleges (a total of twenty-five schools participated) was selected for each of these two areas. From an analysis of information supplied by the schools, self-studies, and validation visits, it was possible to identify statewide strengths, weaknesses, critical needs for improvement, and inservice training needs. In the area of administration of justice the program's strength was found in the high degree of competency among the instructors while in the business occupations area it was in the facilities and equipment. Both areas were assessed as needing inservice education for faculty to provide adequate and up-to-date information on the labor market. All twenty-five colleges rated COPES' application to program areas favorably. The most often noted criticism was the brevity of validation visits; other areas in need of improvement were found to include interviewing techniques, reporting, and the writing of evaluation instruments. (Tables provide the ratings of COPES items for the two program areas while the appendixes contain rankings of program area needs and reactions by validation teams and by professionals at cooperating colleges to the use of COPES.) (ELG)

ED 162 080 CE 017 948

*Howell, David L. Miller, William*

**Curriculum Materials Review and Undergraduate Student Resource Center. Final Report. Teacher Education Research Series. Volume 19, No. 3.**

Pennsylvania State Univ., University Park. Dept. of Agricultural Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date-Jun 78

Note-294p.

**EDRS Price MF-$0.83 HC-$15.39 Plus Postage.**

Descriptors-*Agricultural Education, *Agricultural Production, Behavioral Objectives, Curriculum Guides, Educational Resources, Evaluation Methods, *Foods Instruction, Instructional Aids, Instructional Materials, Learning Activities, *Performance Based Education, Secondary Education, Vocational Agriculture

Identifiers-Pennsylvania

This is the report of a project designed to identify useful vocational agriculture curriculum publications and to make them available to Pennsylvania vocational agriculture teachers. A catalogue of selected instructional materials from Illinois, Ohio, and Oklahoma is presented. Each catalogue document is described, its origin is given, and the price is provided. In addition, two teacher's manuals are appended. The first manual, Agricultural Products I,'' which is for first-year students, contains five sections: (1) units general to agricultural products processing, (2) fruits, vegetables, and beverages, (3) meats, poultry, and eggs, (4) dairy products, and (5) cereal grain foods. Each unit within a section contains unit objectives and performance objectives. Also, the instructional areas are outlined, and evaluation guidelines and instructional aids are suggested. Agricultural Products II,'' for second-year students, contains three sections: (1) fruits, vegetables, and beverages, (2) meats, poultry, and eggs, and (3) dairy products. Units within each section provide student activities and frequently worksheets and/or information sheets. (CSS)

ED 162 081 CE 017 951

*Corpuz, Ray E., Jr.*
**Public Service Employment: CETA Program Models.**
Employment and Training Administration (DOL), Washington, D.C.
Pub Date-78
Note-31p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00328-9)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Employment Opportunities, Employment Problems, *Employment Programs, Federal Programs, Government Role, Individual Needs, Job Development, *Job Training, Manpower Development, *Models, *Program Design, Program Development, *Public Service Occupations, Skill Development, Training Objectives, Unemployed, Unemployment
Identifiers-*Comprehensive Employment Training Act, United States

This monograph on Comprehensive Employment and Training Act (CETA) program models for practitioners who are implementing or redesigning public service employment programs explores three major approaches to public service employment: countercyclical, employability development, and structural targeting. The content is presented in six sections. The first briefly presents the historical development of public service employment while section 2 presents a typology of public service employment involving three dimensions: objectives, target groups, and employment opportunity. Each of the next three sections discusses these three dimensions in relation to one model for approaching public service employment. The three models covered are the countercyclical model (create jobs in the public sector), the employability development model (provide job training), and the structural targeting model (select a target group and deal specifically with their unemployment problems). The last section briefly discusses some unresolved public service employment issues. (EM)

ED 162 082 CE 017 953

*Pressley, Calvin McGraw, James*

**Classroom Training The OIC Approach: CETA Program Models.**

Employment and Training Administration (DOL), Washington, D.C.
Pub Date-78
Note-28p.; Notational and quoted information in this document may not reproduce well due to small type
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00329-7)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Classroom Environment, *Classroom Techniques, Community Programs, Cooperative Programs, Employment Problems, *Employment Programs, Federal Programs, Manpower Development, *Models, *Off the Job Training, Program Evaluation, *Public Service Occupations, Unemployed, Unemployment
Identifiers-*Comprehensive Employment Training Act, United States

This monograph on Comprehensive Employment and Training Act (CETA) program models for practitioners in community-based government employment and training programs describes a model for classroom job training, the Opportunities Industrial Centers (OIC) model. The content is presented in five sections. The introductory section discusses motivations for classroom training, classroom training in employment and training programs, the OIC approach, and the Comprehensive Employment and Training Act (CETA). Section 2 covers the advantages, disadvantages, and preconsiderations for classroom training. The third section discusses the ingredients of classroom teaching, including client-centered instruction, team teaching and assessment, and interagency linkages. The next section, presenting a profile of classroom training, covers the training environment, instructors and job relatedness, open entry/open exit, and individualized instruction. Section 5 concludes with patterns for classroom training and includes pre-employment classroom training, classroom/work experience training, post-employment training, and evaluation of classroom training. (EM)

ED 162 083 CE 017 962

**Project MAVE. Model for Articulated Vocational Education. A Final Report.**

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-30 Jun 78
Note-49p.; For a related document see CE 017 963 ; Prepared by the Thornton Area Public School Association, South Holland, Ill.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Academic Achievement, *Articulation (Program), Career Education, Community Colleges, Cooperative Planning, Elementary Secondary Education, *Interinstitutional Cooperation, Models, *Organizational Communication, Program Administration, *Program Coordination, Program Development, Program Guides, *Sequential Programs, Services, *Vocational Education
Identifiers-Illinois

The purpose of this project was to develop an articulation model which can be adopted by any school system in Illinois. The objectives were to field test and evaluate the Project MAVE (Model for Articulated Vocational Education) Articulation Model(s) in various educational settings and to refine the model(s). There were seven implementation procedures utilized. The procedures were: (1) continue investigation, (2) obtain and set up field test sites, (3) develop audio-visual presentation, (4) field test, (5) evaluate effectiveness of model(s), (6) refine the model(s), and (7) disseminate project information. The Project MAVE Models, which can be adopted by any system in Illinois, provide the organization and mechanism for developing a planned vocational sequential program; coordinating students' interests and abilities with counseling procedures for student placement, staff development, and institutional relationships; strengthening the education system in general; and interlocking with resources available within the community. (For a Project MAVE program guide see CE 017 963.) (Author/CSS)

ED 162 084 CE 017 963

**Project MAVE. Model for Articulated Vocational Education.**

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date- 78
Note-247p.; Not available in hard copy due to reproducibility problems; For a related document see CE 017 962 ; Prepared by the Thornton Area Public School Association, South Holland, Ill.
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Academic Achievement, Advisory Committees, *Articulation (Program), Career Education, Community Colleges, Cooperative Planning, Educational Assessment, Elementary Secondary Education, Field Studies, Institutional Role, *Interinstitutional Cooperation, Models, *Organizational Communication, Program Administration, *Program Coordination, Program Development, Program Guides, *Sequential Programs, Services, *Vocational Education
Identifiers-Illinois

Project MAVE (Model for Articulated Vocational Education) was initiated to provide curriculum and program sequencing and continuity to students progressing from elementary to secondary to community college levels. Information gathered from surveys, interviews, site visitations, conferences, and literature review led to the conclusion that articulating vocational programs and services employs four major elements: building a cooperative climate, expanding staff communication, developing sequenced K-14 programs, and coordinating K-14 services. Based on these elements, a program guide was developed. The first guide element, building a cooperative climate, involves the formation of an articulation roundtable composed of representatives from each K-14 institution. The roundtable plans long range vocational programs and services. Element 2 deals with the expansion of individual, departmental/divisional, and institutional communication through the use of visitations, meetings, and inservice workshops. Element 3 involves the establishment of a curriculum committee to plan and develop sequenced K-14 curriculum activities and projects. The final guide element, coordinating K-14 services, utilizes a service committee to determine objectives, goals, and priorities and to initiate and implement joint vocational service activities. (For the final report of Project MAVE see CE 017 962.) (CSS)

ED 162 085 CE 017 965

**Articulation Model, K-14 Health Occupations Education. Final Report.**
Success Research Consultants, Inc., Tinley Park, Ill.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-Jul 78
Note-78p.
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-Advisory Committees, *Articulation (Program), Curriculum Development, Educational Needs, *Elementary Secondary Education, Evaluation Methods, Guidance Counseling, *Health Occupations Education, Information Dissemination, *Junior Colleges, Literature Reviews, Management Systems, *Models, Needs Assessment
Identifiers-Illinois

A project was undertaken in Illinois to develop an articulation model in health occupations education for grades K-14 in order to provide a standard guide for curriculum; for the functions of educational, health, and community resource institutions; and for the roles of educators and guidance personnel. A three-dimensional model was developed which consisted of 240 cells depicting interrelationships among the management, the individual, and institutional axes, and it was analyzed and simplified at two advisory meetings of Illinois educators. Based on the results of these meetings and an extensive literature search, it was concluded that (1) currently there is no district-wide health occupations education articulation effort underway in Illinois; (2) three management systems exist which can be used to operationalize a method of articulation; (3) although efforts are being made to articulate health occupations education in grades 12-14, grades K-11 are being overlooked; and (4) the K-11 continuum should be approached first in the articulation process due to its dearth of materials and knowledge. The project's recommendations included the following: the use of advisory committees should be continued; two or more full K-14 educational clusters should be operationalized for health occupations education; attention should be given to upper grade levels' articulation needs, such as transfer of credit and educational mobility; and information about this project should be disseminated. (ELG)

ED 162 086 CE 017 994

**Fourth Annual Vocational Teacher Education Conference. Conference Report.**

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date-10 Feb 78

Note-76p.; Papers presented at the Annual Vocational Teacher Education Conference (4th, Lexington, Kentucky, February 9-10, 1978); Not available in hard copy due to light print in the original ; Conference Report prepared in collaboration with the University Coordinating Committee, Lexington, Ky.

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Conference Reports, Cooperative Planning, Economic Disadvantagement, Educational Disadvantagement, Educational Innovation, Educational Needs, *Educational Planning, *Educational Responsibility, *Employment Problems, Federal Legislation, *Leadership, Leadership Responsibility, Relevance (Education), Teacher Educators, *Vocational Education, Vocational Education Teachers

Identifiers-CETA, Comprehensive Education Training Act, United States

The conference reported here was held to provide an open forum for vocational teacher educators and bureau of vocational education personnel to discuss the major issues and problems common to all vocational education programs. Following a brief description of the conference (which includes the objectives, planning, outcomes, and evaluation), the remainder of this report is comprised of appendixes. The first three appendixes contain the conference program, the conference announcement, and a list of the participants. Three presentations are then appended. The first is a presentation on the present and future challenges in leadership for vocational education by Gene Bottoms, Executive Secretary, The American Vocational Association. The next one is a presentation by Roger Semerad from the National Advisory Council on Vocational Education which critiques vocational education leadership's dealing with the employment problems of the economically and academically disadvantaged. The last presentation, a panel discussion, deals with leadership, special student populations, and public relations in vocational education. The next appendix contains the conference wrap-up, while the last one summarizes the participants' responses to the conference as indicated on the evaluation survey form. (EM)

ED 162 087 CE 018 012

**CETA: Assessment and Recommendations.**

National Academy of Sciences - National Research Council, Washington, D.C. Committee on Evaluation of Employment and Training Programs.

Spons Agency-Employment and Training Administration (DOL), Washington, D.C.; Ford Foundation, New York, N.Y.

Pub Date-78

Note-72p.; For a related document see CE 018 819

Available from-Committee on Evaluation of Employment and Training Programs, National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-Administrative Problems, Economic Factors, Employment Problems, *Employment Programs, Federal Legislation, *Federal Programs, Federal State Relationship, Institutional Characteristics, *Job Training, *Objectives, Policy, Political Issues, Program Administration, Program Content, Program Coordination, *Program Effectiveness, *Program Evaluation, Resource Allocations, Social Factors

Identifiers-*Comprehensive Employment and Training Act

This document presents the principal findings and recommendations of a study conducted by the Committee on Evaluation of Employment and Training Program to assess the impact of CETA (Comprehensive Employment and Training Act) on manpower programs. This report is divided into two parts. Part 1 provides an overview of CETA's history, summarizes CETA's objectives, and presents a summary of the committee's conclusions in relation to accomplishments, problems and recommendations, and policy issues. (A more comprehensive staff report, CE 018 819, is also available.) Part 2 presents the major findings and recommendations of the committee under the following categories: allocation of resources; substantive aspects of CETA programs; administrative processes; and institutional relationships. A brief discussion of the related social, economic, or institutional issues are included with each topic. Finally, the recommendations of the committee are summarized under two categories: (1) processes and institutional aspects of CETA; and (2) program substance and outcomes. The appendix contains a glossary of manpower acronyms. (BM)

ED 162 088 CE 018 029

*Huff, Millie*

**Equal Vocational Opportunity.**

Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.

Pub Date-Jun 78

Note-60p.; Not available in hard copy due to reproducibility problems

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Comparative Statistics, Discriminatory Legislation, *Educational Legislation, Employment Statistics, *Equal Education, Equal Opportunities (Jobs), Federal Legislation, Learning Modules, *Sex Discrimination, Sex Role, Sex Stereotypes, Teacher Attitudes, Teacher Education, *Teaching Techniques, *Vocational Education

Identifiers-Education Amendments 1972 Title IX, Education Amendments 1976 Title II

Designed to help vocational instructors recognize sexist and non-sexist behavior, this learning module includes a rationale, objectives, prerequisite tests for each of the four sections, and a posttest. Section I discusses male/female participation in the labor force, female/male enrollments in vocational education, and the relationship between areas for which students are training and occupations in which men and women are employed. Section II summarizes the major legislation which aims for equal opportunity for female/male students and men/women employees in vocational education. Section III differentiates between behavior which is discriminatory, sex biased, sex fair, and sex affirmative. Section IV suggests strategies the instructor can use to promote sex equity. This last section includes a checklist of sex-fair teaching behaviors and a values questionnaire for students, suggests providing time for students to discuss the advantages of being female or male in America, provides information on the changing occupational roles of men and women, suggests how to use biased and stereotyped textbooks, and gives guidelines for evaluating textbooks formerly for one sex. The appendix provides further discussion on legislation which addresses equal opportunity in education and employment. (LMS)

ED 162 089 CE 018 075

*Arbeiter, Solomon And Others*

**Telephone Counseling for Home-Based Adults. Final Report.**

College Entrance Examination Board, New York, N.Y.; Policy Studies in Education, New York, N.Y.

Spons Agency-EXXON Education Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Pub Date-78

Contract-400-76-0002

Note-71p.; Best copy available

Available from-College Board Publication Orders, Box 2815, Princeton, New Jersey 08541 ($4.50)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Adult Programs, *Counseling Effectiveness, Counseling Goals, *Counseling Programs, *Counseling Services, Followup Studies, *Guidance Counseling, Guidance Objectives, *Home Programs, Information Needs, Models, Occupational Guidance, Postsecondary Education, Success Factors

Identifiers-Rhode Island, *Telephone Counseling

A follow-up study was conducted to discover the effect of the Career Education Project (CEP) on its clients and to discover perceptions held by former clients regarding their need for career guidance and counseling services. (CEP, a model program funded by the National Institute of Education, offered telephone counseling to home-based adults in Providence, Rhode Island.) Designed as an outcomes assessment, this study involved interviewing 400 randomly chosen clients from the 1,157 who were counseled between April, 1974, and March, 1975. It was found that the clients were predominantly (1) female, white, high school graduates, between twenty and thirty-four years of age, married, with one or two children at home, and with family incomes between $5,000 and $15,000; (2) unemployed although experienced in the labor market; (3) seeking career counseling for the first time; (4) satisfied with the service they received and with the telephone as a medium of communication (although most preferred face-to-face interaction); (5) most helped by counseling in the areas of self-exploration, goal setting, and career decision making; and (6) action-oriented, as they sought further education or jobs. CEP was considered a remarkable success as most clients were found to be currently employed, earning higher salaries, and more self-confident than before counseling. (The report also includes possible explanations for the project's success and extrapolates the successfulness of similar projects with other types of clients.) (ELG)

ED 162 090 CE 018 097

**Planning Model for Health Careers Awareness: A Summer Program. Exemplary Project in Vocational Education, Conducted under Section 132 of Public Law 94-482. Final Report.**

Trident Technical Coll., Charleston, S.C.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-18 Jul 78

Note-98p.; Not available in hard copy due to poor print quality in original document

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Academic Aptitude, Career Awareness, *Career Choice, *Career Exploration, Career Opportunities, *Clinical Experience, Demonstration Programs, Field Experience Programs, *Health Occupations Education, Hospitals, Job Skills, Job Training, *Occupational Information, Resource Teachers, Secondary Education, Student Attitudes, Summer Programs, Vocational Education

This program was designed to introduce high school students to the range of career opportunities available in the health field. Specific objectives were (1) to provide students with health careers information, (2) to allow students to explore career related topics with health professionals, (3) to give students an opportunity to spend at least twelve hours per week working in various clinical settings, and (4) to help students make realistic career decisions. The program consisted of three major elements: course work, guest speakers, and hospital rotations. Thirty-two high school students participated in the program. During the first week of the program, several instruments were used to measure students' basic skills and aptitudes for and attitudes toward health careers. Results of students' posttest on health career information appear to demonstrate that the program helped students appreciate the fact that there are well-paying health related jobs that do not require four or more years of postsecondary education. Also, the program reinforced students' attitudes that jobs do not have to be routine and dull. Students and staff evaluated the program as being extremely worthwhile. Students liked least the classroom portion of the program, and they got the most new information from guest speakers. (CSS)

ED 162 091 CE 018 098

*Reece, Jane*

**Learning Style Mapping. Research Project in Vocational Education Conducted under Section (131) of Public Law 94-482. Final Report.**

Spartanburg Technical Coll., S.C.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-31 Jul 78

Note-182p.; Not available in hard copy due to reproducibility problems

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Achievement Rating, *Cognitive Style, Comparative Analysis, Developmental Programs, Educational Methods, *Individualized Instruction, Methods Research, *Office Occupations Education, Postsecondary Education, Program Development, *Remedial Programs, Secretaries, Student Attitudes, *Vocational Counseling, Vocational Schools

Identifiers-Cognitive Style Mapping

A project compared the use of cognitive style mapping (CSM) in individualized instruction and counseling with current institutional practices in secretarial science and developmental studies. (CSM is defined as a means of assessing each student's preferences in receiving and processing information for purposes of personalizing and individualizing instruction.) Phase 1 was concerned with research, development, and training. In this phase the project curriculum area was chosen, and the staff selection and training process was begun. Also an instrument to measure learning styles was developed. Phase 2 dealt with the development, implementation, and evaluation of the delivery system within the curriculum. Phase 3 expanded the project into other curriculum areas. The research design encompassed four small studies: secretarial science individualized instruction component, secretarial science career counseling component, developmental studies individualized instruction component, and developmental studies career counseling component. Studies used two randomized groups, posttest only design. Results indicated no significant difference between achievement and satisfaction of students taught via CSM and those who were not. Also, there was no significant difference in student satisfaction in career counseling between those counseled via CSM and those who were not. Outside evaluators rated the project 1.7 on a scale in which one equals good and five equals poor. (CSS)

ED 162 092 CE 018 126

*Lenox, James A. Spinner, Ruth*

**Developing a Non-Traditional Weekend Adult High School: The South Plainfield Experience. A Replication Manual.**

South Plainfield Adult School, N.J.

Spons Agency-New Jersey State Dept. of Education Trenton. Bureau of Adult, Continuing, Community Education.; South Plainfield Board of Education, N.J.

Pub Date-Jul 78

Note-132p.

**EDRS Price MF-$0.83 HC-$7.35 Plus Postage.**

Descriptors-Accreditation (Institutions), Adult Education, *Adult Education Programs, Case Studies (Education), Community Involvement, Curriculum Development, Degree Requirements, Educational Assessment, High School Equivalency Programs, *High Schools, Independent Study, Instructional Staff, *Nontraditional Students, *Program Planning, Publicize, Public School Adult Education, Secondary Education, Testing, *Weekend Programs

Identifiers-General Educational Development Tests, New Jersey (South Plainfield)

This manual examines components of a non-traditional adult high school program. It is intended to aid districts interested in establishing similar programs. The first of five parts defines the role of the weekend non-traditional high school as designed to meet the needs of undereducated adults who are unable to participate in evening high school programs and/or who are uninterested in a program oriented toward high school equivalency (general education development). The weekend program is oriented toward filling the needs of adults who have informally acquired competency in many areas and wish to acquire other skills. Part 2 reviews steps involved in initial program planning, curriculum development, and local and county approval. The third part provides guidelines for planning a publicity campaign. It also discusses staffing needs, scheduling and materials, and record keeping. Part 4 explains the components of the program designed to assist students through counseling, testing, and program planning. It also provides student profiles of ten graduates. The last section reviews the high school's financing and explains the budget. Program consolidation is also discussed. Finally, problems and issues revolving around basic diploma requirements, minimum competency requirements, and attendance are addressed. Appendixes contain guidelines, news releases, and a number of sample forms. (CSS)

ED 162 093 CE 018 129

*Goldstein, Harold M. And Others*

**Health Manpower Literature. Volume 2, Number 1.**

Northeastern Univ., Boston, Mass. Center for Medical Manpower Studies.

Spons Agency-Employment of Training Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date-Jul 78

Contract-DL-42-25-72-10

Note-86p.; Some tables may not reproduce well due to small print; For a related document see ED 143 825

**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**

Descriptors-Abstracts, Certification, *Costs, Differences, Health Insurance, *Health Occupations, *Health Personnel, *Health Services, Hospitals, *Manpower Utilization, Medical Assistants, Medical Care Evaluation, Nurses, Patients (Persons), Physicians, Physicians Assistants, Policy Formation, Political Influences, Regional Characteristics, Resource Guides, Sex Discrimination, Statistical Data, Unions

Identifiers-United States

This publication presents abstracts, statistics, and references drawn from health manpower literature. It is divided into seven sections; the first section provides statistics on (1) estimated employment in selected health occupations that are potentially entry-level, (2) hospital indicators, and (3) percent distribution of personal health care expenditure by type of care and payment source. Section 2 lists sources for health manpower statistics. The third section contains a staff article on regional variations of health care delivery and utilization in the United States. In section 4, five books are abstracted; for example, the first two are The Hidden Malpractice How American Medicine Treats Women as Patients and Professionals,'' by Gena Corea and Doing Better and Feeling Worse, Health in the United States,'' edited by John H. Knowles. In the next section seventeen journal articles are abstracted. For example, the first two are Hospital Unionism and Employment Stability,'' by Brian Becker and A Controlled Trial of the Impact of the Family Practice Nurse on Volume, Quality and Cost of Rural Health Services,'' by Larry W. Chambers, et al. Section 6 lists recent health articles; the final section lists journals searched for health manpower literature. (Volume 1 of this publication is available as ED 143 825.) (CSS)

ED 162 094 CE 018 169

**WORK-ED. (World of Related Knowledge and Educational Development). A Curriculum Manual for Teachers Volume II.**

Hackettstown High School, N. J.

Spons Agency-New Jersey State Dept. of Education, Trenton.

Pub Date-Jan 78

Note-77p.; Photographs in this document may not reproduce well; For related documents see CE 018 798, ED 147 485-486, and ED 150 452

Available from-World of Related Knowledge and Educational Development, Hackettstown High School, Warren Street, Hackettstown, New Jersey 07840 ($7.50)

**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**

Descriptors-Career Awareness, Career Development, *Career Education, Career Opportunities, *Communication Skills, Consumer Education, Curriculum Guides, Drafting, Educational Alternatives, Educational Objectives, Grade 9, Graphic Arts, *Learning Activities, Listening Skills, Mathematics, Music, Occupational Clusters, *Occupational Guidance, *Occupational Information, Reading Skills, Resource Materials, Secondary Education, Units of Study, Values

Identifiers-*World Related Knowledge Educational Development

This volume is the second of a two-volume curriculum manual (see also ED 147 486) for teachers which contains materials designed for use in implementing the World of Related Knowledge and Educational Development (WORK-ED) program. (This program is a career education course for ninth graders developed to enable students who have not chosen the traditional college-prep high school course to make career choices based on occupational information and ability to select goals. It is a guidance-based program incorporating basic skills, human values, and career awareness.) Divided into seven chapters, this manual presents units of study in basic communication skills and various career clusters. The units are designed to be implemented in a daily two-period course and include objectives, activities, time lines, resources, duplication materials, and evaluation procedures. The seven chapters cover (1) listening skills, (2) reading skills, (3) consumer education, (4) introduction to drafting, (5) graphic technology, (6) math careers, and (7) careers in music. An administrator's manual (ED 147 485), teacher training manual (CE 018 798), and a project report (ED 150 452) are also available. (BM)

ED 162 095 CE 018 182

*Caro, Paul W.*

**Some Factors Influencing Air Force Simulator Training Effectiveness. Technical Report.**

Human Resources Research Organization, Alexandria, Va.; Seville Research Corp., Pensacola, Fla.
Spons Agency-Air Force Office of Scientific Research, Bolling AFB, Washington, D.C.
Report No.-HumRRO-TR-77-2
Pub Date-Mar 77
Contract-F44620-76-C-0118
Note-105p.; For related documents see ED 139 984 and ED 154 242
**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**
Descriptors-Aircraft Pilots, Educational Technology, Expectation, *Flight Training, Instructional Staff, Methods Research, Military Personnel, Military Training, Motion, *Program Effectiveness, *Simulators, Student Attitudes, Student Characteristics, Surveys, Teacher Qualifications, *Training Techniques, Visual Aids
Identifiers-Air Force, United States

A study of U.S. Air Force simulator training was conducted to identify factors that influence the effectiveness of such training and to learn how its effectiveness is being determined. The research consisted of a survey of ten representative Air Force simulator training programs and a review of the simulator training research literature. A number of suspected or potential factors influencing simulator training effectiveness were identified. These factors include simulator design for training, visual display fidelity, platform motion system fidelity, handling characteristics, training program features, trainee and instructor characteristics, and attitudes and expectations toward simulator training. The discussion of each factor reviews relevant literature and Air Force simulator design features and training practices. Ten simulator training effectiveness study design models were identified. Efforts by the Air Force to validate the simulator training activities surveyed are described in relation to these ten models. It was found that the programs surveyed had not been subjected to formal evaluation studies that would establish their training effectiveness in quantitative terms. Therefore, the influence of factors identified during the survey upon such training could only be hypothesized. Recommendations were made concerning research and administrative action that could enhance future simulator training effectiveness. (Author)

ED 162 096 CE 018 202

**Women in the Labor Force: 1978.**
Mississippi Employment Security Commission, Jackson. Dept. of Research & Statistics.
Pub Date- 78
Note-33p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Affirmative Action, Age, Career Opportunities, Census Figures, Civil Rights, Economic Factors, Employment Opportunities, Employment Patterns, *Employment Trends, *Equal Opportunities (Jobs), Federal Legislation, Females, *Job Market, Job Search Methods, *Labor Demands, *Labor Force, Labor Supply, Occupational Aspiration, Racial Composition, Sex (Characteristics), Sex Discrimination, Unemployment, Unemployment Insurance, Wages, *Working Women
Identifiers-Civil Rights Act 1964, Equal Pay Act 1963, Mississippi, United States

There has been a rapid increase in Mississippi women's participation in the labor force, but female participation still lags behind male participation. The 1960s witnessed dramatic increases in younger women's participation. The trend is expected to continue into the late 1970s. Annual 1977 averages showed women made up almost 40% of Mississippi's labor force. The 1977 unemployment insurance data reveals most women claimants are between twenty-two and thirty-nine. Less than one in four was hard core (fifteen weeks or longer) unemployed. Two pieces of legislation have addressed women's employment rights: the 1964 Civil Rights Act, which created the Equal Employment Commission to establish sex discrimination guidelines and the 1963 Equal Pay Act to prohibit pay discrimination because of sex. Despite Affirmative Action programs, most women have remained in traditional occupational categories (e.g., clerical and service work). There will be over 466,000 available openings in Mississippi during the 1975-1985 period. White-collar jobs will account for about 42% of openings, blue-collar occupations 38%, service workers 14%, and farm workers 5%. The projected needs of the following occupations have been analyzed: professional, technical, managers/administrators, sales workers, clerical, crafts, operatives, service workers, laborers, and farmers/farm workers. (CSS)

ED 162 097 CE 018 212

*Hamilton, Jack A. Mitchell, Anita M.*

**Identification of Evaluated, Exemplary Activities in Career Education (K-12). Final Technical Report.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No.-AIR-66700-7/78-FR
Pub Date-31 Jul 78
Contract-300-77-0303
Note-108p.; For related documents see CE 018 213-223 and CE 018 823
**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**
Descriptors-*Career Education, *Demonstration Projects, Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, Federal Programs, Field Studies, *Information Dissemination, Program Descriptions, *Program Effectiveness, *Program Evaluation
Identifiers-Education Amendments 1974

The overall goal of this project was to examine the effectiveness of career education by identifying some of the best of the current career education programs and practices which were referred to in Public Law 93-380 and which have been objectively evaluated. The specific objectives were to: (1) gather and analyze reports of career education evaluations in the K-12 grade range completed since June 1974; (2) identify specific career education activities which have been objectively evaluated and show evidence of effectiveness; (3) prepare documentation for dissemination on the activities found effective; and (4) prepare a handbook (CE 018 223) for local career educators which will include evaluation models and guidance in evaluating their activities. Ten of the activities judged to have been most effective on the basis of the evaluation reports were selected (see CE 018 213-222 for individual reports). Based upon review of activity documents and site visits, evaluation descriptions of each activity were prepared and submitted to the Joint Dissemination Review Panel (JDRP) under the Education Division of the Department of Health, Education and Welfare. On the basis of objective evidence of effectiveness, the Panel approved seven of the ten submissions for dissemination through the Office of Education's National Diffusion Network and by its Office of Career Education. (Appended are a complete list of nominated projects, screening criteria documents, and other related forms and information. An executive summary is available as CE 018 823.) (Author/BM)

*McBain, Susan L. Topougis, Nicholas J.*
**Career Development Program. Akron Public Schools, Akron, Ohio.**
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No.-AIR-66700-6/78-TR2(1)
Pub Date-30 Jun 78
Contract-300-77-0303
Note-52p.; For related documents see CE 018 212-223 and CE 018 823
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-*Career Awareness, Career Development, *Career Education, Community Involvement, *Decision Making Skills, Demonstration Projects, Educational Objectives, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Faculty Development, Parent Participation, Program Administration, Program Descriptions, Program Development, *Program Effectiveness, Program Evaluation, Resource Materials, School Community Relationship, *Self Concept
Identifiers-Akron Public Schools OH, Education Amendments 1974, Ohio (Akron)

This description of career education activities in Akron (Ohio) Public Schools was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-380. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects are reported in a similar format, including the following descriptions: project overview; program development; materials and activities; parent and community involvement; staffing and management; costs; evidence of effectiveness; and conclusions. In this report of the Akron Public Schools Career Development Program, the ultimate goal is stated as follows: to increase students' self-awareness and self-esteem, knowledge of the world of work, and skills in decision making. The primary subjects are identified as primarily students in grades K-10, and the evaluation design is described as a posttest-only design using equal numbers of randomly selected program and non-program students. (BM)

ED 162 099 CE 018 214

*McBain, Susan L. McKay, Joyce*

**Developmental Career Guidance Project. Pima County, Arizona.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.-AIR-66700-6/78-TR2(2)

Pub Date-30 Jun 78

Contract-300-77-0303

Note-52p.; For related documents see CE 018 212-223 and CE 018 823

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-American Indians, *Career Awareness, *Career Development, *Career Education, Community Involvement, Consumer Economics, Decision Making, Demonstration Projects, Educational Counseling, Educational Objectives, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Faculty Development, Job Skills, Leisure Time, Mexican Americans, Parent Participation, Program Administration, Program Descriptions, *Program Development, *Program Effectiveness, Program Evaluation, Resource Materials, Self Concept, Student Attitudes, Vocational Counseling, Work Attitudes

Identifiers-Arizona (Pima County), Education Amendments 1974

This description of career education activities in Pima County, Arizona, was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-380. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects are reported in a similar format, including the following descriptions: project overview; program development; materials and activities; parent and community involvement; staffing and management; costs; evidence of effectiveness; and conclusions. In this report of the Pima County project, the ultimate goal is stated as follows: to help all students in the county grow in the areas of self awareness, educational awareness, career awareness, economic awareness, decision making, beginning competency, employability skills, and appreciations and attitudes. The primary subjects are identified as Pima County's 90,000 students in grades K-12, and the evaluation design is described as a posttest-only design using comparable groups of treatment and control students in grades 4-12. (BM)

ED 162 100 CE 018 215

*Lipe, Dewey Gushee, Theresa*

**Fostering a Team Approach to Career Education. Prince George's County Public Schools, Upper Marlboro, Maryland.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.-AIR-66700-6/78-TR2(3)

Pub Date-30 Jun 78

Contract-300-77-0303

Note-27p.; For related documents see CE 018 212-223 and CE 018 823

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Career Awareness, *Career Development, *Career Education, Career Exploration, Community Involvement, Curriculum Development, Demonstration Projects, Educational Objectives, Evaluation Criteria, *Evaluation Methods, Experiential Learning, *Faculty Development, Fused Curriculum, Junior High Schools, Parent Participation, Program Administration, Program Descriptions, Program Development, *Program Effectiveness, Program Evaluation, Resource Materials, Simulation, *Teamwork, Vocational Counseling

Identifiers-Education Amendments 1974, Maryland (Prince Georges County)

This description of career education activities in Prince George's County, Maryland, was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-380. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects is described in terms of project overview; program development; materials and activities; parent and community involvement; staffing and management; costs; evidence of effectiveness; and conclusions. The ultimate goal of the particular project reported here was to implement in each junior high school a successful team approach to career education based on four aspects of career education (academic activities, individualized student activities, guidance activities, and exploratory on-the-job or simulated work experiences). The primary subjects are identified as junior high school administrators, counselors, teachers, and students, and the evaluation design is described as a pretest-posttest design using treatment and control group students. (BM)

*Hamilton, Jack A. Leffler, Jeanne*

**Project CAP. Boston Mountains Educational Cooperative, Greenland, Arkansas.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No.-AIR-66700-6/78-TR2(4)
Pub Date-30 Jun 78
Contract-300-77-0303
Note-45p.; For related documents see CE 018 212-223 and CE 018 823
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Career Awareness, Career Development, *Career Education, Community Involvement, *Curriculum Development, Demonstration Projects, Educational Objectives, Elementary Education, Evaluation Criteria, *Evaluation Methods, Faculty Development, Fused Curriculum, Intermediate Grades, Occupational Information, Parent Participation, Program Administration, Program Descriptions, Program Development, *Program Effectiveness, Program Evaluation, *Relevance (Education), Resource Materials
Identifiers-Arkansas (Greenland), Boston Mountains Educational Cooperative AR, Education Amendments 1974

This description of career education activities in Greenland, Arkansas, was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-380. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects are reported in a similar format, including the following descriptions: project overview; program development; materials and activities; parent and community involvement; staffing and management; costs; evidence of effectiveness; and conclusions. In this report of the Boston Mountains Educational Cooperative Career Awareness Project (CAP) the ultimate goal is stated as follows: to provide awareness of adult occupations among students, along with regular instruction in basic academic areas. (Special emphasis is placed on showing students that the studying they are doing in school is important and related to work they will encounter outside of school.) The primary subjects are identified as students in grades K-6 in six area schools, and the evaluation design is described as a posttest-only design using comparable groups of treatment and control students. (BM)

ED 162 102 CE 018 217

*Kaplan, Carol B. Downey, Lee*

**Project CDCC. Coloma Community School District, Coloma, Michigan.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.-AIR-66700-6/78-TR2(5)

Pub Date-30 Jun 78

Contract-300-77-0303

Note-35p.; Information in Appendix B will not reproduce well due to small print; For related documents see CE 018 212-223 and CE 018 823

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Career Awareness, Career Development, *Career Education, Community Involvement, Curriculum Development, *Decision Making Skills, Demonstration Projects, Educational Objectives, Elementary Education, Evaluation Criteria, *Evaluation Methods, Faculty Development, Parent Participation, Program Administration, Program Descriptions, Program Development, *Program Effectiveness, Program Evaluation, Resource Materials, Resource Units, Rural Schools, *Self Concept

Identifiers-Coloma Community School District MI, Education Amendments 1974, Michigan

This description of career education activities in Coloma, Michigan, was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-380. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects reported is described in terms of project overview; program development; materials and activities; parent and community involvement; staffing and management; costs; evidence of effectiveness; and conclusions. The ultimate goal of the Coloma Career Development Centered Curriculum (CDCC) project was to provide career development instruction to rural students at the elementary level. (This instruction is designed especially to increase students' awareness of life roles, to help them formulate realistic self concepts, and to foster the development and use of decision-making skills.) The primary subjects are identified as approximately 1,600 students in grades K-6, and the evaluation design is described as a pre- and posttest design using comparable groups of treatment and control students. (BM)

ED 162 103 CE 018 218

*Baker, Octave V. Lish, Virginia*

**Project CERES. Ceres Unified School District, Ceres, California.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.-AIR-66700-6/78-TR2(6)

Pub Date-30 Jun 78

Contract-300-77-0303

Note-44p.; For related documents see CE 018 212-223 and CE 018 823

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Articulation (Program), Career Awareness, Career Development, *Career Education, Career Exploration, Career Planning, Community Involvement, Consumer Economics, *Curriculum Development, Decision Making, Demonstration Projects, Educational Counseling, Educational Objectives, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Faculty Development, *Fused Curriculum, Parent Participation, Program Administration, Program Descriptions, Program Development, *Program Effectiveness, Program Evaluation, Resource Materials, Self Concept, Vocational Education, Work Attitudes

Identifiers-California, Ceres Unified School District CA, Education Amendments 1974

This description of career education activities in the Ceres (California) Unified School District was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-380. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects reported is described in terms of project overview; program development; materials and activities; parent and community involvement; staffing and management; costs; evidence of effectiveness; and conclusions. In this report of the Career Education Responsive to Every Student (CERES) project, the ultimate goals are stated as follow: (1) infuse career education concepts into the elementary and secondary curriculum, and (2) develop an articulated curriculum that provides for student attainment of career education goals. The primary subjects are identified as approximately 4,200 students in grades K-12, and the evaluation design is described as a pre-post treatment and control group design. (BM)

ED 162 104 CE 018 219

*Lipe, Dewey Justiz, Tom*
**Project EPIC. EPIC, Inc., Fort Lauderdale, Florida.**
American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No.-AIR-66700-6/78-TR2(7)
Pub Date-30 Jun 78
Contract-300-77-0303
Note-37p.; Appendix materials will not reproduce well due to poor print quality in original document; For related documents see CE 018 212-223 and CE 018 823
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Career Education, Community Involvement, Demonstration Projects, Educational Assessment, Educational Objectives, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Measurement Instruments, *Measurement Techniques, Parent Participation, Pilot Projects, Program Administration, Program Descriptions, Program Development, *Program Effectiveness, Program Evaluation, *Reliability, Resource Materials, School Industry Relationship, *Validity
Identifiers-Education Amendments 1974, Florida (Fort Lauderdale)

This description of career education activities in Fort Lauderdale, Florida, was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-380. (See CE 018 212 for the final report of this study.) This document describes one of ten projects selected from 250. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Described for each of the ten projects are project overview, program development, materials and activities, parent and community involvement, staffing and management, costs, evidence of effectiveness, and conclusions. Ultimate goals of this the Educational Progress in Careers (EPIC) project were: (1) incorporate employers' and other business leaders' concerns into the concepts of career education; (2) collaboratively develop an instrument to assess whether career education has been implemented according to those concepts; and (3) develop valid and reliable instruments to assess student career education outcomes. Content validity, usability, construct validity and reliability of the instruments are described. (BM)

ED 162 105 CE 018 220

*Kaplan, Carol B. Preli, Barbara*

**Project EPIC. Jefferson County Public Schools, Louisville, Kentucky.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.-AIR-66700-6/78-TR2(8)

Pub Date-30 Jun 78

Contract-300-77-0303

Note-34p.; For related documents see CE 018 212-223 and CE 018 823

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Basic Skills, Career Awareness, *Career Education, Community Involvement, Curriculum Development, Decision Making Skills, Demonstration Projects, Disadvantaged Youth, *Economically Disadvantaged, Educational Objectives, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Faculty Development, Fused Curriculum, Parent Participation, Program Administration, Program Descriptions, Program Development, *Program Effectiveness, Program Evaluation, Resource Materials, *Self Concept

Identifiers-Education Amendments 1974, Jefferson County Public Schools KY, Kentucky

This description of career education activities in Jefferson County (Louisville, Kentucky) was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-380. (See CE 018 212 for the final report of this study.) This document describes one of ten projects selected from 250. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects reported on is described in terms of project overview, program development, materials and activities, parent and community involvement, staffing and management, costs, evidence of effectiveness, and conclusions. The ultimate goal of this the Educational Preparation for Involvement in Careers (EPIC) project was to provide cumulative experiences across grades K-12 that are designed especially to increase low-income students' self-awareness and basic academic skills. (Special emphasis was placed on aiding students to become aware of a variety of careers and on teaching decision-making skills.) The primary subjects are identified as approximately 5,300 students enrolled in grades K-12, and the evaluation design is described as a pre-and post-test design using treatment students whose scores were compared with a national average or with predicted posttest scores. (BM)

ED 162 106 CE 018 221

*Hamilton, Jack A. Ross, John D.*

**Project Equality. Highline Public Schools, Seattle, Washington.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.-AIR-66700-6/78-TR2(9)

Pub Date-30 Jun 78

Contract-300-77-0303

**Note-35p.; For related documents see CE 018 212-223 and CE 018 823**

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Career Awareness, *Career Education, Community Involvement, *Curriculum Development, Demonstration Projects, Educational Objectives, Elementary Education, Employment Opportunities, Evaluation Criteria, *Evaluation Methods, Faculty Development, Females, Instructional Materials, Parent Participation, Pilot Projects, Program Administration, Program Descriptions, Program Development, *Program Effectiveness, Program Evaluation, Resource Materials, Sex Discrimination, Sex Role, *Sex Stereotypes

Identifiers-Education Amendments 1974, Highline Public Schools WA, Washington (Seattle)

This description of career education activities in the Highline Public Schools (Seattle, Washington) was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-380. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects reported is described in terms of project overview; program development; materials and activities; parent and community involvement; staffing and management; costs; evidence of effectiveness; and conclusions. The ultimate goal of the Highline Equality Project was to expand students' perceptions of occupations open to females and those to males. (The specific objectives dealt primarily with the acquisition and development of media and materials that enhance the availability of choice for all students in the elementary classroom and reflect the changing definition of "women's work.") The primary subjects are identified as K-6 students from a predominantly white, middle-class neighborhood, and the evaluation design is described as a pre- and posttest design using comparable groups of treatment and control students. (BM)

ED 162 107 CE 018 222

*Baker, Octave V. Steinaker, Norman*

**Project MATCH. Ontario-Montclair School District, Ontario, California.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.-AIR-66700-6/78-TR2(10)

Pub Date-30 Jun 78

Contract-300-77-0303

Note-39p.; For related documents see CE 018 212-223 and CE 018 823

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Career Awareness, *Career Education, Career Planning, Community Involvement, Consumer Education, *Curriculum Development, Decision Making, Demonstration Projects, Educational Games, Educational Objectives, Elementary Education, Evaluation Criteria, *Evaluation Methods, Experiential Learning, Faculty Development, Fused Curriculum, Individual Instruction, Junior High Schools, Parent Participation, Program Administration, Program Descriptions, Program Development, *Program Effectiveness, Program Evaluation, Resource Centers, Resource Materials, Self Concept, Simulation, *Teaching Techniques

Identifiers-California (Ontario), Education Amendments 1974, Ontario Montclair School District CA

This description of career education activities in Ontario-Montclair School District (California), was prepared as part of a study conducted to identify evaluated, exemplary career education activities which represent the best of the current career education programs and practices referred to in Public Law 93-380. (See CE 018 212 for the final report of this study.) This document describes one of the ten projects that were selected from among 250 projects submitted. It presents one locale's way of successfully implementing a career education activity, the results of which are educationally significant. Each of the ten projects are reported in a similar format, including the following descriptions: project overview; program development; materials and activities; parent and community involvement; staffing and management; costs; evidence of effectiveness; and conclusions. In this report of the Matching Attitudes and Talents to Career Horizons (MATCH) project, the ultimate goal is stated as follows: to infuse a career education component into the regular K-8 curriculum. (Goals were formulated in ten areas of career education, including career awareness, consumer competencies, career planning, and decision making.) The primary subjects are identified as K-8 students from a heterogeneous community of whites, latinos, and blacks and the evaluation design is described as a pre- and posttest on intact treatment and control classes using four project-developed instruments. (BM)

ED 162 108 CE 018 223

*Mitchell, A. M. And Others*

**Ways to Evaluate Different Types of Career Education Activities: A Handbook of Evaluation Models.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.-AIR-66700-7/78-TR3

Pub Date-31 Jul 78

Contract-300-77-0303

Note-228p.; For related documents see CE 018 212-222 and CE 018 823

**EDRS Price MF-$0.83 HC-$12.71 Plus Postage.**

Descriptors-Administrator Guides, Annotated Bibliographies, *Career Education, *Case Studies, Curriculum Development, Demonstration Projects, Educational Facilities, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, *Evaluation Needs, Faculty Development, *Guidelines, Instructional Materials, Intervention, Learning Activities, Models, Program Descriptions, Program Development, Program Effectiveness, *Program Evaluation

Identifiers-Education Amendments 1974

This evaluation handbook was developed as a part of a study conducted to identify and describe evaluated, exemplary activities in career education (K-12) which represent the best of the current career education programs and practices referred to in Public Law 93-380. (See CE 018 212 for the final report of this study.) An introductory section discusses such questions as Why is this document needed?, What can evaluation do for your activity?, How do you decide whether or not to evaluate?, and Can you avoid common problems in evaluation? Then the following six evaluation models are described: (1) evaluation of supplementary activities; (2) evaluation of career education facilities; (3) evaluation of indirect interventions; (4) evaluation of staff development; (5) evaluation of product development; and (6) evaluation of curriculum implementation. A general overview is given for each evaluation model and is followed by such information as rationale and perspective, general types of questions to be answered, and steps in implementing the model. Each model description concludes with a case study for analysis. An annotated bibliography with selected references for all six models is also included. Overviews of the ten exemplary projects selected in the study are appended. (BM)

ED 162 109 CE 018 244

**Highline's Vocational Exploratory & Preparatory Program. Interim Report. (Second Year, September 7, 1977 - September 6, 1978).**

Highline Public Schools, Seattle, Wash.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-G-10-76-00073 (502)
Note-176p.; Not available in hard copy due to reproducibility problems
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Career Awareness, Career Choice, *Career Education, *Career Planning, Community Involvement, Elective Courses, Experiential Learning, Field Experience Programs, Program Design, Program Development, *Program Effectiveness, *Program Evaluation, Secondary Education, *Self Concept, Sex Stereotypes
Identifiers-*Experience Based Career Education, Highline School District WA, Washington (Seattle)

To demonstrate that instructional strategies developed by the National Institute of Education (NIE) Experience-Based Career Education models can be adopted/adapted by a community-based program which is offered within a traditional high school's elective program, the Highline school district implemented a community-based career education (CBCE) program in three of its five high schools. Two program designs were offered: a two-hour version including job-site visitation during school hours and a one-hour version in which job-site visitation was arranged after school hours. The one-hour version was considered the most popular and feasible design for continuation. A third-party evaluation was conducted based on eight student outcomes relating to career awareness, self awareness, and career planning. Eighty students participating in the program and a control group of 100 non-participating students were administered pre- and post-written inventories and were also interviewed. Comparisons were made between the groups' scores, and conclusions were made based on the eight student outcome objectives. Some of these conclusions are the following: (1) the CBCE program had a definite impact on the students' abilities to analyze conditions and requirements of occupations, but little or no impact on the students' increased understandings of positive and negative rewards associated with various types of works; (2) the treatment students demonstrated increased interest in and understanding of their own abilities; and (3) CBCE had little or no impact on the actual selection of jobs stereotyped for the opposite sex. (BM)

ED 162 110 CE 018 279

*Dauzat, Sam V.*
**Adult Performance Level Research and Curriculum Design.**
Louisiana Tech Univ., Ruston. Col!. of Education.
Spons Agency-Louisiana State Dept. of Education, Baton Rouge. Bureau of Adult and Community Education.
Pub Date- 78
Grant-ABE-1A-1978
Note-60p.; For a related document see ED 154 129
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Adult Education, Comparative Analysis, *Conventional Instruction, *Curriculum Design, Dropouts, Educational Alternatives, *High School Equivalency Programs, Methods Research, *Performance Based Education, Predictor Variables, *Readiness, Remedial Programs, Standards, *Test Selection, Test Validity
Identifiers-Adult Performance Level, California Achievement Tests, General Educational Development Tests, Louisiana

The study compared two adult education standards used to determine Louisiana student eligibility for taking the General Educational Development (GED) test. Of the initial 590 students, 516 remained as study participants. The traditional standard, Standard 1, required the student to earn 13.0 on the California Achievement Test (CAT) with no area score below 12.0. The alternative standard, Standard 2, required the student to earn a raw score of thirty-four or above on the American College Testing-Adult Performance Level Survey (ACT-APL Survey) with a minimum of 10.0 in each CAT subject area. Students were pretested on the CAT and ACT-APL. A control group received instruction in a traditional adult education program; the experimental group was taught through an APL-based program. The study compares the percentage of students initially qualifying for GED through Standards 1 and 2. Percentages of students initially qualifying who actually took and passed the GED were also compared. Of the initial Standard 1 recommendations, 89% passed the GED; of those recommended through Standard 2, 97% passed. Ninety percent of the persons who qualified for GED testing by alternative and not traditional criteria were able to pass the test. APL instruction and criteria allowed a higher percentage of students to remain in an adult education program and attain a high school equivalency diploma. (Author/CSS)

ED 162 111 CE 018 288

Industrial Education. Graphic Arts. Parma City School District, Ohio.
Note-17p.; For related documents see CE 018 289-292
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Career Opportunities, Curriculum Guides, *Educational Objectives, Equipment, Grade 9, *Graphic Arts, *Industrial Education, Junior High Schools, *Learning Activities, Performance Based Education, *Photography, Reference Materials

Part of a series of curriculum guides dealing with industrial education in junior high schools, this guide covers the topic of graphic arts and is intended to be used in grade 9. The major areas of study included are relief printing, silk screen, offset lithography, and photography. Twenty-six goals are identified for the students, who will demonstrate a knowledge of: (1) the relationship between graphic arts and the printing industry, (2) types of graphic reproductions used in the printing industry, (3) relief printing, (4) printing measurement, (5) foundry type and spacing material, (6) type classification, (7) hand composition, (8) proofing, (9) imposition and lock-up, (10) presswork, (11) type distribution, (12) relief cuts for printing, (13) screen printing, (14) tools required for screen printing, (15) preparing art work copy, (16) types of stencil used for screen printing, (17) screen process printing, (18) lithographic printing, (19) types of masters used for offset lithography printing, (20) the offset lithography press, (21) photography, which is covered in a separate mini-course guide (CE 018 290), (22) process photography, (23) stripping and layout procedures, (24) printing inks, (25) bindery process, and (26) career opportunities in graphic arts-related fields. A selection of lab activities is provided as well as lists of equipment and reference sources. (ELG)

ED 162 112 CE 018 289

Industrial Education. Mini-Course Cluster: Bikes, Electricity, Small Engines. Parma City School District, Ohio.

Note-64p.; Several pages in this document will not reproduce well due to poor print quality; For related documents see CE 018 288-292
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Audiovisual Aids, *Bicycling, Career Opportunities, Consumer Education, Curriculum Guides, *Educational Objectives, *Electricity, *Engines, Equipment, Fuels, Grade 9, *Industrial Education, Junior High Schools, *Learning Activities, Lubricants, Maintenance, Motor Vehicles, Performance Based Education, Resource Materials, Safety, State Legislation, Traffic Control

Part of a series of curriculum guides dealing with industrial education in junior high schools, this guide provides three units to be used in a one semester course in grade 9 on the subjects of bikes, electricity, and small engines. The section on bicycles is divided into two parts, mechanical and power (i.e. motorcycles) and covers the topics of bike tools and their uses, types of bikes, bike maintenance, safety and laws of cycling, engine repair and maintenance, and consumer knowledge. In the electricity unit the student becomes acquainted with the various tools, materials, and skills involved in electricity by engaging in activities exploring magnetism, basic sources of electricity, electric circuitry, home wiring, and career opportunities in the field. For the mini-course on small gasoline engines, the topics covered are as follow: basic engine construction, fuel systems, ignition systems, cooling systems, lubrication systems, trouble shooting and maintenance, career opportunities, and safety. Each unit contains a list of its goals, suggested demonstrations and learning activities, equipment needed, test questions, and bibliographies of printed and audiovisual materials. (ELG)

ED 162 113 CE 018 290

Industrial Education. Mini-Course Cluster: Home Maintenance, Industrial Crafts, Photography. Parma City School District, Ohio.
Note-42p.; Not available in hard copy due to poor print quality of original document; For related documents see CE 018 288-292
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Curriculum Guides, *Educational Objectives, Electricity, Equipment, Grade 9, *Handicrafts, *Housing, *Industrial Education, Junior High Schools, *Learning Activities, *Maintenance, Performance Based Education, *Photography, Plumbing, Reference Materials, Repair, Teaching Methods

Part of a series of curriculum guides dealing with industrial education in junior high schools, this guide provides three units to be used in a one semester course in grade 9 on the subjects of industrial crafts, home maintenance, and photography. Among the industrial crafts included are leathercraft, plexiglass, decoupage, woodcraft, whittling, metal enameling, metal and wire sculpture, and casting plastic. In the home maintenance area the student is exposed to hand and power tools, fasteners and hardware used in the home, common household repairs, home electricity, and plumbing. During the photography mini-course the student becomes acquainted with various photographic materials, equipment, and techniques by engaging in activities requiring camera and darkroom use. Each mini-course includes a list of its goals; learning activities which the student will perform to achieve the skill levels necessary to fulfill the goals; tools and materials needed; and suggested reference sources. Lecture and demonstration topics for the teacher's use are provided in the industrial crafts and home maintenance units. (ELG)

ED 162 114 CE 018 291

**Industrial Education. Small Engines''.**

Parma City School District, Ohio.
Note-37p.; For related documents see CE 018 288-292
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Curriculum Guides, *Educational Objectives, *Engines, Equipment, Equipment Maintenance, Fuels, *Industrial Education, Junior High Schools, *Learning Activities, Lubricants, Performance Based Education, Resource Materials, Safety

Part of a series of curriculum guides dealing with industrial education in junior high schools, this guide provides the student with information and manipulative experiences on small gasoline engines. Included are sections on shop adjustment, safety, small engines, internal combustion, engine construction, four stroke engines, two stroke engines, a comparison of two and four stroke engines, rotary engines, identifying markings on engines, cooling systems, air cleaners, fuel strainers, crankcases, lubrication, fuel selection, spark plugs, carburetor adjustment, compression, batteries, starting the engines, engine adjustments, storing lawn mowers, starter systems, ignition systems, and fuel systems. For each unit, objectives are provided as well as lists of learning activities, equipment needed, and resource materials. The types of activities include field trips, class discussions, research reports, demonstrations, problem solving, and the actual use and care of equipment. (ELG)

ED 162 115 CE 018 292

Industrial Education. Drafting. Parma City School District, Ohio.
Note-12p.; For related documents see CE 018 288-291
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Career Opportunities, Curriculum Guides, *Drafting, *Educational Objectives, Equipment Maintenance, Equipment Utilization, Grade 9, *Industrial Education, Junior High Schools, *Learning Activities, Performance Based Education, *Teaching Methods

Part of a series of curriculum guides dealing with industrial education in junior high schools, this guide provides a course on drafting to be used in the ninth grade. Thirteen goals are identified for the students to demonstrate: (1) a knowledge of the relationship between drafting and the work of designers, engineers, and architects; (2) an understanding of the importance of lettering; (3) the ability to letter legibly; (4) a knowledge of the proper use and care of drafting equipment; (5) the use of proper drafting techniques; (6) an understanding of the importance of geometric concepts; (7) a comprehension of orthographic projection; (8) the skill of proper dimensioning; (9) an understanding of sectioning; (10) a familiarity with auxiliary views; (11) a knowledge of the concepts involved in development drawings; (12) an understanding of pictorial drawings; and (13) a recognition of the career opportunities available in drafting related occupations. Besides the traditional teaching method, two other alternative approaches are suggested for the teacher: developing drafting unipacs so that students can have more individualized instruction and team teaching so that the drafting course can be more closely related to the woods and metals course. A chart is included to predict the effectiveness of each alternative in achieving the goals and to compare the resources and expenses required for each. (ELG)

ED 162 116 CE 018 310

*Paravonian, Sam And Others*

**Career Education from Concept to Implementation A Working Model.**

Hammond School City, Ind.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-25 Sep 78
Grant-G05-77-00130
Note-183p.; Not available in hard copy due to poor print quality of original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Career Awareness, *Career Education, Career Exploration, Career Planning, *Community Involvement, Decision Making, *Educational Objectives, Elementary Education, Field Trips, Fused Curriculum, Home Economics, Junior High Schools, Language Arts, *Learning Activities, Learning Modules, Mathematics, Music, Occupational Information, Parent Participation, Program Design, *Program Development, Program Guides, Reading, Resource Materials, Self Evaluation, Social Responsibility, Social Studies, Teacher Developed Materials
Identifiers-Hammond Public Schools IN, Indiana

Divided into four chapters, this handbook was developed to implement a career education program which will reinforce the instructional program by providing the students with opportunities and experiences which will enable them to recognize the relationship between what they learn in school and how they will utilize these learnings outside of the school setting. Chapter 1 provides a brief introduction to and definition of career education and a description of the program goals and components. Chapter 2 describes in detail the model which was developed and used as the basis for the learning modules as well as the strategies for involving the community. Selected teacher-developed learning modules are included in chapter 3. These modules cover different subject areas and grade levels (grades 1-8) for each of the four career education components: self study, information, social responsibility, and planning and decision making. Each module follows a similar format which includes the following elements: subject area, grade level, career education objective, performance objective, activities, and resources. An example of a multi-discipline module and strategies for utilizing community resources are also included in chapter 3. The final chapter presents a brief note on how parents can help with the program. (BM)

ED 162 117 CE 018 338

*Hillison, John*

**The Concerns of Vocational Education Methods Students and Student Teachers.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Pub Date-78

Note-36p.

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Codification, *Education Majors, Higher Education, Preservice Education, Questionnaires, *Student Attitudes, Student Teachers, *Undergraduate Students, *Vocational Education, Work Attitudes

A study was conducted to identify the concerns of vocational teacher education students (non-teaching concerns and teaching concerns). The population for this study consisted of approximately 225 vocational education students (agricultural, business, distributive, home economics, industrial, and vocational-industrial education) enrolled in either an undergraduate methods course or in student teaching at Virginia Polytechnic Institute and State University. An open-ended pre- and post-instrument, which permitted the students to state in words, phrases, or sentences any number of concerns which may have been on their minds at the time of administration, was used. A total of 2,149 concern statements were collected and then coded into one of four concern levels and corresponding numerical values: non-teaching (0), self (1), task (2), and impact (3). The findings included the following: differences in concern level existed among students in the different vocational program areas at various points in their undergraduate program; female students had a slightly higher level of concern than did males, minority sex groups had a higher level of concern than the majority sex groups, and student teachers generally had a higher level of concern than methods students. (JH)

ED 162 118 CE 018 346

**A Bibliography of Employment and Training Literature. Index.**
Oregon State Univ., Corvallis. Inst. for Manpower Studies.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Technical and Special Services.
Pub Date-May 78
Note-369p.; Not available in hard copy due to broken print in the original document; For related documents see CE 018 347-349
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Abstracts, *Annotated Bibliographies, *Book Catalogs, Demonstration Projects, *Employment, Indexes (Locaters), Information Processing, Information Retrieval, *Information Systems, *Training, *Vocational Education
Identifiers-*Employment Tng Automated Info Retrieval Systems

As part of the Employment and Training Automated Information Retrieval Systems (ETAIRS), which was developed as a demonstration project for the Employment and Training Administration (ETA) of the U.S. Department of Labor, this set (CE 018 346-349) provides a book catalog of employment and training-related materials located in the libraries of the ETA Resource Clearinghouse and demonstration site regional centers in Denver, San Francisco, and New York. From searches conducted on the data files of the National Technical Information Service (NTIS), the Educational Resources Information Center (ERIC), and the Abstracts in Instructional Materials/Abstracts in Research Materials (AIM/ARM), bibliographic citations for 5,600 documents were identified as relevant, including all materials sponsored by ETA (formerly the Manpower Administration). The set is divided into two major sections: a title listing, which is organized alphabetically in three volumes (A-F in CE 018 347, F-P in CE 018 348, and P-Z in CE 018 349), and an index volume (CE 018 346), which contains separate author and subject indexes. The complete citations appear in the title listing and include an identification number, title, publication date, author, journal citation, publisher, sponsoring agency, contract number, subject terms, abstract, availability, and cost. The author index gives both document titles and identification numbers while the subject index lists only the citation numbers. (The information in this catalog is also available for computer searching and will be updated periodically by ETAIRS.) (ELG)

ED 162 119 CE 018 347

**A Bibliography of Employment and Training Literature. Volume 1.**
Oregon State Univ., Corvallis. Inst. for Manpower Studies.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Technical and Special Services.
Pub Date-May 78
Note-462p.; Not available in hard copy due to broken print in the original document; For related documents see CE 018 346-349
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Abstracts, *Annotated Bibliographies, *Book Catalogs, Demonstration Projects, *Employment, Indexes (Locaters), Information Processing, Information Retrieval, *Information Systems, *Training, *Vocational Education
Identifiers-*Employment Tng Automated Info Retrieval Systems

As part of the Employment and Training Automated Information Retrieval Systems (ETAIRS), which was developed as a demonstration project for the Employment and Training Administration (ETA) of the U.S. Department of Labor, this set (CE 018 346-349) provides a book catalog of employment and training-related materials located in the libraries of the ETA Resource Clearinghouse and demonstration site regional centers in Denver, San Francisco, and New York. From searches conducted on the data

files of the National Technical information Service (NTIS), the Educational Resources Information Center (ERIC), and the Abstracts in Instructional Materials/Abstracts in Research Materials (AIM/ARM), bibliographic citations for 5,600 documents were identified as relevant, including all materials sponsored by ETA (formerly the Manpower Administration). The set is divided into two major sections: a title listing, which is organized alphabetically in three volumes (A-F in CE 018 347, F-P in CE 018 348, and P-Z in CE 018 349), and an index volume (CE 018 346), which contains separate author and subject indexes. The complete citations appear in the title listing and include an identification number, title, publication date, author, journal citation, publisher, sponsoring agency, contract number, subject terms, abstract, availability, and cost. The author index gives both document titles and identification numbers while the subject index lists only the citation numbers. (The information in this catalog is also available for computer searching and will be updated periodically by ETAIRS.) (ELG)

ED 162 120 CE 018 348

**A Bibliography of Employment and Training Literature. Volume 2.**

Oregon State Univ., Corvallis. Inst. for Manpower Studies.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Technical and Special Services.
Pub Date-May 78
Note-460p.; Not available in hard copy due to broken print in the original document; For related documents see CE 018 346-349
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Abstracts, *Annotated Bibliographies, *Book Catalogs, Demonstration Projects, *Employment, Indexes (Locaters), Information Processing, Information Retrieval, *Information Systems, *Training, *Vocational Education
Identifiers-*Employment Tng Automated Info Retrieval Systems

As part of the Employment and Training Automated Information Retrieval Systems (ETAIRS), which was developed as a demonstration project for the Employment and Training Administration (ETA) of the U.S. Department of Labor, this set (CE 018 346-349) provides a book catalog of employment and training-related materials located in the libraries of the ETA Resource Clearinghouse and demonstration site regional centers in Denver, San Francisco, and New York. From searches conducted on the data files of the National Technical Information Service (NTIS), the Educational Resources Information Center (ERIC), and the Abstracts in Instructional Materials/Abstracts in Research Materials (AIM/ARM), bibliographic citations for 5,600 documents were identified as relevant, including all materials sponsored by ETA (formerly the Manpower Administration). The set is divided into two major sections: a title listing, which is organized alphabetically in three volumes (A-F in CE 018 347, F-P in CE 018 348, and P-Z in CE 018 349), and an index volume (CE 018 346), which contains separate author and subject indexes. The complete citations appear in the title listing and include an identification number, title, publication date, author, journal citation, publisher, sponsoring agency, contract number, subject terms, abstract, availability, and cost. The author index gives both document titles and identification numbers while the subject index lists only the citation numbers. (The information in this catalog is also available for computer searching and will be updated periodically by ETAIRS.) (ELG)

ED 162 121 CE 018 349

**A Bibliography of Employment and Training Literature. Volume 3.**
Oregon State Univ., Corvallis. Inst. for Manpower Studies.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C. Office of Technical and Special Services.
Pub Date-May 78
Note-457p.; Not available in hard copy due to broken print in the original document; For related documents see CE 018 346-348
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Abstracts, *Annotated Bibliographies, *Book Catalogs, Demonstration Projects, *Employment, Indexes (Locaters), Information Processing, Information Retrieval, *Information Systems, *Training, *Vocational Education
Identifiers-*Employment Tng Automated Info Retrieval Systems

As part of the Employment and Training Automated Information Retrieval Systems (ETAIRS), which was developed as a demonstration project for the Employment and Training Administration (ETA) of the U.S. Department of Labor, this set (CE 018 346-349) provides a book catalog of employment and training-related materials located in the libraries of the ETA Resource Clearinghouse and demonstration site regional centers in Denver, San Francisco, and New York. From searches conducted on the data files of the National Technical Information Service (NTIS), the Educational Resources Information Center (ERIC), and the Abstracts in Instructional Materials/Abstracts in Research Materials (AIM/ARM), bibliographic citations for 5,600 documents were identified as relevant, including all materials sponsored by ETA (formerly the Manpower Administration). The set is divided into two major sections: a title listing, which is organized alphabetically in three volumes (A-F in CE 018 347, F-P in CE 018 348, and P-Z in CE 018 349), and an index volume (CE 018 346), which contains separate author and subject indexes. The complete citations appear in the title listing and include an identification number, title, publication date, author, journal citation, publisher, sponsoring agency, contract number, subject terms, abstract, availability, and cost. The author index gives both document titles and identification numbers while the subject index lists only the citation numbers. (The information in this catalog is also available for computer searching and will be updated periodically by ETAIRS.) (ELG)

ED 162 122 CE 018 366

## Model for Small Business Management Program in North Dakota Post-Secondary Institutions. Final Report. Research Series Number 51.

Lake Region Junior Coll., Devils Lake, N. Dak.
Spons Agency-North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Note-47p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Adult Education Programs, *Business Education, Business Skills, Business Subjects, Educational Needs, Family Involvement, Junior Colleges, Models, Postsecondary Education, Program Content, *Program Development, Program Effectiveness, *Program Evaluation, Teaching Methods
Identifiers-North Dakota, *Small Businesses

To educate the small business entrepreneur on a continuing basis over three years, a model was developed to meet the specific needs of North Dakota business entrepreneurs and the educational institutions serving them. Enrollment in the program at Lake Region Junior College was limited the first year to twenty businesses and was increased the second year to forty. Designed to increase the effectiveness of business operations, the course of study emphasizes family involvement and provides individualized instruction through on-site visits as well as classroom and small group instruction. The subjects taught focus on accounting, taxes, recordkeeping, small business analysis, reorganization, and business technology. Evaluation of the program was made by the participating entrepreneurs, an advisory committee, the Small Business Administration, and the college administrators. Recommendations included the following: (1) the program begin in the summer; (2) advanced billing be used to produce a sense of commitment; (3) class size be limited to twenty with a total for the three years of no more than thirty-five with one program coordinator; (4) students live within fifty miles of the school to permit instructional visits; and (5) an advisory committee be formed for evaluation and course changes. (The appendixes contain a list of unit topics for each year, an agreement form for the entrepreneur and the instructor, the program evaluations, the business analysis forms, a standardized chart of accounts, a progress report form, and the charter for an advisory committee.) (ELG)

ED 162 123 CE 018 370

**Adaptation of Vocational Education Programs for Special Needs: A Slide/Tape Presentation. Final Report. Research Series Number 62.**

North Dakota Univ., Grand Forks. Dept. of Home Economics and Nutrition.
Spons Agency-North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Note-30p.; Not available in hard copy due to light print in original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Audiovisual Instruction, *Audiovisual Programs, *Disadvantaged Youth, Discussion Programs, Educational Needs, *Handicapped Students, Interviews, Needs Assessment, Program Evaluation, *Teacher Education, *Teaching Methods, *Vocational Education

A slide/tape series entitled ``Vocational Education and the Special Needs Student'' was developed in North Dakota to illustrate adaptations that vocational education teachers have made for special needs students (mentally handicapped, physically handicapped, and disadvantaged) and to serve as a basis for discussion at inservice and preservice levels of teacher education. A twelve-to-fifteen-minute presentation was produced for each of seven vocational service areas: agriculture, distributive education, health, home economics, industrial arts, office education, and trade/technical education. Each slide/tape shows interviews with a minimum of three teachers and support-staff members representing rural and urban programs. Chosen through a needs assessment survey as priority inservice needs, the topics covered include interpersonal relationship skills, identifying students, curriculum adaptations, teaching techniques, job placement, and evaluation of students. Following their presentation at the regional Education Professional Development Act (EPDA) special needs seminar in February and March, 1978, they were evaluated by the majority of seminar participants as good to excellent. An advisory committee also viewed the series and recommended that it be shown at the All Service Conference in conjunction with discussion groups. (The appendixes contain the results of the needs assessment survey, the interview questions used in each presentation, a list of the teachers interviewed, and a summary of the evaluation by seminar participants.) (ELG)

**Educational Specifications Handbook on Facilities and Instructional Equipment for North Dakota Secondary School Industrial Arts Programs. Final Report. Research Series Number 65.**

North Dakota Univ., Grand Forks. Dept. of Industrial Technology.
Spons Agency-North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit.; Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-34p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Educational Environment, *Educational Equipment, *Educational Facilities, *Educational Specifications, *Equipment Standards, *Facility Guidelines, Facility Improvement, Facility Planning, Facility Requirements, *Industrial Arts, *Industrial Education, Laboratories, Purchasing, Safety, Secondary Education, Space Utilization, Spatial Relationship, Utilities
Identifiers-North Dakota

A research project was undertaken to develop a handbook for secondary school industrial arts programs in North Dakota relative to the educational specifications on facilities and instructional equipment. Among the procedures used to determine these needs were a literature search for such guidelines in other states, a review of the restructured state curriculum guide and master plan for industrial arts, and recommendations for laboratory sizes and types, environmental provisions and utilities, and equipment. It was found that the physical facility must plan for (1) student exploration in the use of tools, materials, and equipment with emphasis on problem solving either on an individual or group basis; (2) the state curriculum planning sequence for junior and senior high schools; (3) one of three types of laboratories: dual-cluster, general cluster, or comprehensive; (4) space requirements according to adequate safety clearance for aisles and traffic patterns; (5) complete visibility for the instructor; (6) laboratory placement by intradepartmental relationships; (7) laboratory flexibility and adaptability; and (8) integrated utility systems. As for equipment selection, it was concluded that the major criteria include potential for educational development of students, valid production function, safety and ease of operation, quality, and simplicity. In order to plan sufficient space for each piece of equipment, it was found that equipment selection should precede layout plans for arranging equipment. (ELG)

ED 162 125 CE 018 411

*Gibson, Roscoe R.*
**Guide for Occupational Experience Programs in Vocational Education.**
State Fair Community Coll., Sedalia, Mo.
Spons Agency-Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
Pub Date-May 78
Note-197p.
**EDRS Price MF-$0.83 HC-$10.03 Plus Postage.**
Descriptors-Agricultural Occupations, Auto Mechanics (Occupation), Community Involvement, Family Involvement, *Field Experience Programs, Field Instruction, Health Occupations, Models, Office Occupations, Performance Based Education, Personnel Needs, Postsecondary Education, Practicum Supervision, Program Administration, Program Costs, *Program Development, *Program Evaluation, Program Planning, School Community Relationship, Secondary Education, Vocational Agriculture, *Vocational Education, *Work Experience Programs

Intended for use by secondary and postsecondary vocational instructors in organizing and conducting supervised occupational experiences for students, this handbook is divided into two parts. Part 1 covers planning and managing occupational experience programs and discusses the following topics: (1) basic definitions and objectives of an occupational experience program; (2) development of an administrative plan, including scheduling of the occupational experience, staff commitment, and funding; (3) student preparation; (4) development and selection of, and supervisory visits to, training stations; (5) student placement; (6) program supervision, such as supervisory reports and the evaluation of home farm or family business occupational experiences; (7) evaluation of the instructor-supervisor; and (8) a calendar of activities. Part 2 provides model training plans which were developed through the joint efforts of an advisory committee, curriculum specialists, and representatives of business and industry. Plans are given for the fields of agribusiness, agrimechanics, production agriculture, health, business and office occupations, and auto mechanics. Each plan lists competencies that students will achieve while employed at the training stations and that can be used to evaluate student progress during and at the end of the program. The appendixes contain sample forms to be used for profiles, plans, reports, and evaluations by and about employers, students, and instructor-supervisors. (ELG)

ED 162 126 CE 018 413

*Conroy, William G., Jr.*

**An Introduction to the Transition to Work Simulator.**

Kirkwood Community Coll., Cedar Rapids, Iowa.
Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Environmental Protection Agency, Kansas City, Mo. Region VII.
Pub Date-Oct 77
Note-85p.
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-Blacks, *Career Choice, Caucasians, Computer Programs, *Decision Making, Dropouts, *Educational Policy, Educational Programs, Employment Programs, Employment Projections, Federal Programs, Females, Futures (of Society), Individual Characteristics, Input Output, Males, *Manpower Utilization, Models, Postsecondary Education, Program Coordination, Secondary Education, *Simulators, Work Experience Programs
Identifiers-Comprehensive Employment Training Act, Transition to Work Simulator, United States

The transition to work simulator (TWS) was developed as a policy tool for education and manpower planning. It was designed in anticipation of the Education Amendments of 1976 and the Youth Employment and Demonstration Projects Act of 1977 to facilitate comprehensive planning. TWS is a computerized simulation model of the stream of important decisions persons make in growing from high school students to mature workers. Average simulation is for 3,500 persons. TWS creates a single cohort of persons age fifteen to about thirty-three. It synthesizes information describing individual differences, education/manpower programs, and career experiences. TWS decisions are separated into three categories: (1) creation: circumstantial aspects beyond individual control which determine a person's central characteristics (e.g., sex, race, general ability); (2) high school: decisions about the high school program selected, participation in a Comprehensive Employment and Training Act (CETA) program, etc.; and (3) post high school: major labor market and career related decisions (including decisions about marital status and parenting). Example policy experiments have been conducted using educational policy, manpower policy, a comparison of an educational policy and the Classroom Skill Training and Cooperative Work Experience Program, and high school dropouts. A major TWS advantage seems to be its ability to make understandable the development of persons into workers. (CSS)

ED 162 127 CE 018 414

*Ghazalah, I. A.*
Improving the Economic Assumption Factors in the Cost-Benefit Study Formulas for Ohio Vocational Education, or A System for the Evaluation of Investment in Vocational Education in Ohio. Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Feb 78
Grant-G007501705
Note-67p.; Appendixes V-VIII removed because of marginal legibility; Not available in hard copy due to broken type in original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Computer Programs, *Cost Effectiveness, *Economic Factors, Evaluation Criteria, Evaluation Methods, Investment, Mathematical Models, *Program Costs, Program Evaluation, State Programs, Student Costs, *Systems Analysis, *Vocational Education
Identifiers-Ohio

A localized system for the evaluation of investment in vocational education in Ohio is described in this four part manual. Following an instruction introduction to the manual, part II provides a description of the analytical framework for this system. Vocational education is analyzed as an investment and an explanation of the criteria used in the evaluation is given. The steps used in the computerized system to calculate the evaluation measures are listed in part III. It also lists the data and source of data utilized in each step. Part IV consists of appendixes which contain operational and informational material. Appendix I describes how to feed the necessary information to obtain the desired evaluation of investment in the training of an individual, while Appendixes II, III, and IV describe subprograms for calculations relating to steps shown in Appendix I. (JH)

ED 162 128 CE 018 415

**Continuation of the Illinois Multifarious, Student-Based Management-Oriented Information Project. Final Report.**
Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-May 78
Grant-G007500320
Note-143p.; Not available in hard copy due to small print in original document; For a related document see ED 147 548
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Adult Education, *Computer Programs, Conventional Instruction, *Cost Effectiveness, *Data Collection, Educational Administration, Educational Planning, Field Studies, *Followup Studies, Information Storage, Input Output, *Management Information Systems, Program Effectiveness, Program Planning, Secondary Education, Special Programs, Statewide Planning, Student Characteristics, *Teacher Supply and Demand, Vocational Education
Identifiers-Illinois

Reported here is the completed phase 2 of a program designed to develop a comprehensive integrated system that will produce information for planning and administrating Illinois vocational education programs. Phase 2 project activities were intended to further develop and refine the Illinois Vocational Management Information System (MIS) and to develop three integral MIS components: (1) cost analysis, (2) follow-up, and (3) teacher supply/demand. The cost component was developed to provide local school administrators with a tool for analyzing the total cost of various educational programs being offered in their districts. The follow-up component was created to provide vocational education administrators and/or agencies at the local and state level with an automated system to obtain student follow-up information. The teacher component was designed to store data relating to teachers, counselors, and administrators in vocational education and students enrolled in and graduated from Illinois vocational education teacher training programs. In addition to completing the system's design and programming work, documentation and user materials were developed. Ten field-test school districts were involved in data collection and reporting activities. (A report of phase 1 is available separately see note.) (CSS)

ED 162 129 CE 018 504

*Kolberg, William H.*

**Developing Manpower Legislation. A Personal Chronicle.**

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date-78

Note-99p.

Available from-Committee on Evaluation of Employment and Training Programs, National Academy of Sciences, 2101 Constitution Avenue, N.W., Washington, D.C. 20418

**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**

Descriptors-*Employment Programs, *Federal Aid, *Federal Legislation, History, Job Development, Job Layoff, Job Training, Labor Force, Labor Legislation, *Manpower Development, *Manpower Utilization, Political Issues, Public Service Occupations, Unemployment Insurance, Work Experience Programs

Identifiers-*Comprehensive Employment Training Act, United States

This is a study of the development and passage of employment legislation between 1973 and 1977. A primary focus is on how the Comprehensive Employment and Training Act (CETA) became law. The author is former Assistant Secretary of Labor and Administrator of the Employment and Training Administration, 1973-1977. The first of four chapters traces Congress and the administration's four years of conflict over manpower reform. The conflict culminates in President Nixon's signing of the 1973 CETA bill. Three outcomes of the 1973 CETA legislation are identified: (1) major decentralization was accomplished; a strong federal role was preserved; (2) Title I authorized a decategorized program; Title III added categories for Indians and migrants and retained an emphasis on youth; and Title IV continued the Job Corps; and (3) a separate, identifiable program for public service employment was included in a comprehensive bill. Chapter 2 discusses the effects of the 1974 oil embargo on unemployment. The corresponding period of inflation and recession and the resulting emergency legislation are examined. Chapter 3 reports on the 1974 passage of the unemployment insurance program. The final chapter reviews the events which led to the assignment of Title II money to the Title VI public service employment (PSE) program. (CSS)

ED 162 130 CE 018 506

**Exploratory Business Curriculum Guide.**

Arkansas Univ., Fayetteville. Dept. of Vocational Education.
Spons Agency-Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.; Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-78
Note-416p.; Some parts of this document particularly the last two sections, which are on taxes and marketing will not reproduce well due to faint type
**EDRS Price MF-$0.83 HC-$22.09 Plus Postage.**
Descriptors-Accounting, Banking, Business Communication, Business Correspondence, *Business Education, Business Responsibility, *Business Skills, *Career Exploration, Curriculum Guides, Discovery Learning, Educational Objectives, Filing, Instructional Materials, Learning Activities, Marketing, Office Machines, Office Occupations Education, Parliamentary Procedures, Payroll Records, *Performance Based Education, Personality Development, Secondary Education, Stenography, Student Leadership, Taxes, Telephone Communication Systems, Typewriting, Units of Study, Vocational Education

This curriculum guide is designed for Arkansas ninth-grade students to explore business careers through the use of competency-based instructional materials. Exploratory business teachers are asked to incorporate the twenty-three units of study into a sequence best suited to their teaching style. Units include such topics as Social Security,'' What is FBLS (Future Business Leaders of America)?'', Parliamentary Procedure,'' Preparing to Type,'' etc. Each topic begins with a unit objective and specific objectives. Then suggested activities are provided for the instructor and student. Suggested activities, instructional materials, and information sheets are furnished. Some units contain assignment sheets/job sheets, and illustrations. A test and answer key for each unit are included. (CSS)

ED 162 131 CE 018 508

*Harmon, Francis L. Owen, William B.*

**A Survey of State and Local Training Needs in Technical Areas of Personnel Selection.**

Civil Service Commission, Washington, D.C. Personnel Research and Development Center.

Report No.-TM-77-21

Pub Date-Sep 77

Note-21p.; Not available in hard copy due to reproducibility problems

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Educational Needs, Educational Programs, Employer Attitudes, Employment Qualifications, *Government Employees, Local Government, National Surveys, Needs Assessment, Personnel Evaluation, *Personnel Selection, *Program Evaluation, *Staff Improvement, State Government, Testing

Identifiers-United States

A national survey was conducted to identify the needs of state and local government personnel for training in technical areas of personnel selection. Additionally, information about the adequacy of existing training resources was obtained. A checklist sent to 884 large and medium state and local jurisdictions requested information concerning the proportion of staff needing training, the level of training required, the adequacy of training now available, and the priority of training needs in each of 25 subject areas. A total of 453 (51.2%) usable returns were received. The data showed that relatively few jurisdictions consider their present training resources adequate in any of the subject areas. Many reported that most or all of their examination staff require training in areas of medium or high priority. When these factors were considered in combination, the greatest needs for training were in the areas of rating training and experience, legal regulations for selection, oral examining, and job-element examining. The distribution of training needs among the twenty-five subject areas did not vary much between large and medium jurisdictions. While more jurisdictions reported a greater need for basic than for refresher training, still more perceived a need for both. (Author/EM)

ED 162 132 CE 018 512

*Larter, Sylvia And Others*
**Students' Attitudes to Work and Unemployment. Part I: The Survey.**

Toronto Board of Education (Ontario). Research Dept.
Pub Date-Sep 78
Note-65p.; Not available in hard copy due to reproducibility problems
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Employment Experience, *Occupational Aspiration, Part Time Jobs, School Surveys, Seasonal Employment, Secondary School Students, *Student Employment, Student Opinion, *Work Attitudes, *Work Experience
Identifiers-Canada (Toronto)

Toronto high school students were surveyed to determine some of their desires and experiences concerning work. (This report is the first of three on a study of Toronto secondary school students' attitudes toward work and unemployment.) Of 34,270 questionnaires sent, 29,499 usable responses were received, or 86% of the enrolled students. The data showed that a large number of the respondents were interested in work. While students were most interested in a summer job, 61% also reported that they had looked for a part-time job at which they could work while going to school, and 44% reported that they would like to combine part-time schooling with work. The responses, which were analyzed according to sex, level of study, and year of birth showed that considerably more men than women had jobs; students studying at levels 4, 5 and 6 were more likely to have had jobs than students studying at levels 1, 2 and 3; and the older the students, the more likely they were to have had jobs. The responses for a subset of returning students were analyzed separately. More of the returning students were interested than other students in a summer job, a part-time job while going to school, and part-time schooling combined with work. (EM)

**Methods and Materials for Teaching Occupational Survival Skills. Introduction.**

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-78
Note-22p.; For related documents see CE 018 557-569
Available from-Curriculum Publications Clearinghouse, Western Illinois University, 76B Horrabin Hall, Macomb, Illinois 61455 (entire fourteen-unit set, $15.00)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Academic Education, Adult Education, *Career Education, *Communication (Thought Transfer), Conflict, Creativity, Curriculum Guides, Employee Responsibility, *Human Relations, Interpersonal Relationship, *Job Skills, Leadership, *Learning Modules, Motivation, Organization, Organizational Change, Organizations (Groups), Problem Solving, Self Concept, Senior High Schools, Vocational Adjustment, Vocational Education, *Work Attitudes

Twelve instructional modules, concerned with the human aspects of working in organizations, have been designed for utilization at various educational levels ranging from high school to adult and continuing education and in both academic and vocational programs. The modular titles are the following: (1) working in organizations, (2) motivation for work, (3) understanding self, (4) interpersonal relations, (5) effective communications, (6) using creativity at work, (7) problem solving, (8) authority and responsibility, (9) leadership, (10) coping with conflict, (11) coping with change, and (12) adopting and planning for the future. Each module is organized into five or more sessions and each session is arranged according to the following components: topic; objective; skills emphasized; importance of session topic; materials and equipment needed (copies of student worksheets and handouts and transparency masters are included); activity description; and follow-up. Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude each module. A sixteen-item multiple choice test was designed for each module (available in document CE 018 569). In developing the modules research was conducted on competencies that workers need in order to maintain an occupation, and the modules were field tested in several settings. (The modules are CE 018 557-568.) (JH)

**Methods and Materials for Teaching Occupational Survival Skills. Working in Organizations.**

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-78
Note-52p.; For related documents see CE 018 556-569
Available from-Curriculum Publications Clearinghouse, Western Illinois University, 76B Horrabin Hall, Macomb, Illinois 61455 (entire fourteen-unit set, $15.00)
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Academic Education, Adult Education, *Career Education, *Human Relations, Interviews, *Job Skills, Labor Unions, Learning Modules, *Organizations (Groups), Senior High Schools, Vocational Education, *Work Attitudes

This occupational skills learning module on working in organizations is one of twelve making up a curriculum guide on human aspects of working in organizations. The modules are designed for utilization at various educational levels ranging from high school to adult and continuing education, in either academic or vocational programs. This module is organized into six sessions: (1) and (2) the value of organizations, (3) the structure of organizations, (4) individuals and organizations, (5) interviews and business workers, and (6) organizations and labor unions. Each session is arranged according to the following components: topic; objective; skills emphasized (a listing of specific skills, e.g., working as a team member, following instructions); notes on the importance of the session topic; list of materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating the session topic). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 16-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

ED 162 135 CE 018 558

**Methods and Materials for Teaching Occupational Survival Skills. Motivation for Work.**

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-78
Note-39p.; For related documents see CE 018 556-569
Available from-Curriculum Publications Clearinghouse, Western Illinois University, 76B Horrabin Hall, Macomb, Illinois 61455 (entire fourteen-unit set, $15.00)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Adult Education, *Career Education, *Job Satisfaction, *Job Skills, Learning Modules, *Motivation, Occupational Aspiration, *Psychological Needs, Senior High Schools, Vocational Education, *Work Attitudes

This occupational skills instructional module on motivation for work is one of twelve making up a curriculum guide on the human aspects of working in organizations. Modules are designed for utilization at various educational levels ranging from high school to adult and continuing education, and including both academic and vocational programs. This module is organized into five sessions: (1) motivation: fulfilling personal needs; (2) what is work? (3) why do people seek jobs? (4) what makes work motivating? and (5) making your work motivating. Each session is arranged according to the following components: topic; objective; skills emphasized (a listing of specific skills, e.g., using imagination, understanding written information); notes on the importance of the session topic; list of materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating the session). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 16-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

ED 162 136 CE 018 559

**Methods and Materials for Teaching Occupational Survival Skills. Understanding Self.**

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-78
Note-66p.; For related documents see CE 018 556-569
Available from-Curriculum Publications Clearinghouse, Western Illinois University, 76B Horrabin Hall, Macomb, Illinois 61455 (entire fourteen-unit set, $15.00)
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Adult Education, *Career Education, *Human Relations, *Job Skills, Learning Modules, Personal Interests, *Self Concept, *Self Evaluation, Senior High Schools, Values, *Work Attitudes

This occupational skills instructional module on understanding self is one of twelve making up a curriculum guide on the human aspects of working in organizations. Modules are designed for utilization at various educational levels ranging from high school to adult and continuing education either in academic or vocational programs. This module is organized into eight sessions: (1) and (2) self concept, (3) how we see others, (4) and (5) how we think and feel, (6) values, (7) personal interests, and (8) self evaluation. Each session is arranged according to the following components: topic; objective; skills emphasized (a listing of specific skills, e.g., getting along with others, knowing your strengths and weaknesses); notes on the importance of the session topic; list of materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating the session topic). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 16-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

ED 162 137 CE 018 560

**Methods and Materials for Teaching Occupational Survival Skills. Interpersonal Relations.**

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-78

Note-43p.; For related documents see CE 018 556-569

Available from-Curriculum Publications Clearinghouse, Western Illinois University, 76B Horrabin Hall, Macomb, Illinois 61455 (entire fourteen-unit set, $15.00)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Adult Education, *Career Education, *Human Relations, Interaction, Interpersonal Competence, *Interpersonal Relationship, *Job Skills, Learning Modules, Self Evaluation, Senior High Schools, *Work Attitudes

This occupational skills instructional module on interpersonal relations is one of twelve making up a curriculum guide on the human aspects of working in organizations. The modules are designed for utilization at various educational levels ranging from high school to adult and continuing education either in academic or vocational programs. This module is organized into five sessions: (1) recognizing and expressing our feelings, (2) recognizing feelings in others, (3) motives and interpersonal relations, (4) perception and interpersonal relations, and (5) giving feedback. Each session is arranged according to the following components: topic; objective; skills emphasized (a listing of specific skills, e.g., working as a team member, working under pressure); notes on the importance of the session topic; list of materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating the session topic). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 16-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

ED 162 138 CE 018 561

**Methods and Materials for Teaching Occupational Survival Skills. Effective Communication.**

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-78
Note-47p.; For related documents see CE 018 556-569
Available from-Curriculum Publications Clearinghouse, Western Illinois University, 76B Horrabin Hall, Macomb, Illinois 61455 (entire fourteen-unit set, $15.00)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Adult Education, Body Language, *Career Education, *Communication (Thought Transfer), Human Relations, *Job Skills, Learning Modules, Senior High Schools, *Speech Skills, Verbal Communication, Work Attitudes, *Writing Skills

This occupational skills instructional guide on effective communication is one of twelve making up a curriculum guide on the human aspects of working in organizations. The modules are designed for utilization at various educational levels ranging from high school to adult and continuing education, in either academic or vocational programs. This module is organized into six sessions: (1) personal factors affecting communication, (2) communication, a two-way process, (3) communicating spoken instructions, (4) written communication, (5) writing and interpreting instructions, and (6) communicating through body language. Each session is arranged according to the following components: topic; objective; skills emphasized (a listing of specific skills, e.g. basic speaking skills, following instructions); notes on the importance of the session topic; notes on materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating the session topic). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 16-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

ED 162 139 CE 018 562

**Methods and Materials for Teaching Occupational Survival Skills. Using Creativity at Work.**

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-78

Note-49p.; For related documents see CE 018 556-569

Available from-Curriculum Publications Clearinghouse, Western Illinois University, 76B Horrabin Hall, Macomb, Illinois 61455 (entire fourteen-unit set, $15.00)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Adult Education, *Career Education, Creative Ability, Creative Activities, *Creative Development, *Creativity, Human Relations, Imagination, *Job Skills, Learning Modules, Senior High Schools, *Work Attitudes

This occupational skills instructional module on using creativity at work is one of twelve making up a curriculum guide on the human aspects of working in organizations. The modules are designed for utilization at various educational levels ranging from high school to adult and continuing education, in either academic or vocational programs. This module is organized into seven sessions: (1) tuning in to creativity, (2) defining creativity, (3) applying creativity, (4) creativity self evaluation, (5) awareness and creativity, (6) brainstorming a creative technique, and (7) creativity in work situations. Each session is arranged according to the following components: topic; objective; skills emphasized (a listing of specific skills, e.g., using imagination, adjusting to work situations); notes on the importance of the session topic; list of materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating the session topic). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 16-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

ED 162 140 CE 018 563

**Methods and Materials for Teaching Occupational Survival Skills. Problem Solving.**

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-78

Note-56p.; For related documents see CE 018 556-569

Available from-Curriculum Publications Clearinghouse, Western Illinois University, 76B Horrabin Hall, Macomb, Illinois 61455 (entire fourteen-unit set, $15.00)

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-Adult Education, *Career Education, *Decision Making, *Human Relations, Information Seeking, *Job Skills, Learning Modules, *Problem Solving, Senior High Schools, Work Attitudes

This occupational skills instructional module on problem solving is one of twelve making up a curriculum guide on the human aspects of working in organizations. The modules are designed for utilization at various educational levels ranging from high school to adult and continuing education, in either academic or vocational programs. This module is organized into nine sessions: (1) what is problem solving, (2) rating your problem-solving skills, (3) and (4) problem-solving steps, (5) solving problems in groups, (6) fact findings, (7) idea finding, (8) solution finding, and (9) evaluating the solution. Each session is arranged according to the following components: topic; objective; skills emphasized (a listing of specific skills, e.g., making independent decisions, following instructions); notes on the importance of the session topic; list of materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating the session topic). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 16-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

ED 162 141 CE 018 564

**Methods and Materials for Teaching Occupational Survival Skills. Authority and Responsibility.**

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-78
Note-66p.; For related documents see CE 018 556-569
Available from-Curriculum Publications Clearinghouse, Western Illinois University, 76B Horrabin Hall, Macomb, Illinois 61445 (entire fourteen-unit set, $15.00)
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-*Administrative Organization, Adult Education, *Career Education, *Employee Responsibility, Group Structure, Human Relations, Informal Organization, *Job Skills, Learning Modules, Power Structure, Senior High Schools, *Work Attitudes

This occupational skills instructional module on authority and responsibility is one of twelve making up a curriculum guide on the human aspects of working in organizations. The modules are designed for utilization at various educational levels ranging from high school to adult and continuing education, in either academic or vocational programs. This module is organized into nine sessions: (1) the meaning of authority and responsibility, (2) formal lines of authority, (3) the informal organization, (4) finding out your responsibilities and authority, (5) responsibilities what employers expect, (6) handling responsibility, (7) responding to authority, (8) clarifying authority and responsibility the rap session, and (9) authority, responsibility, and the changing roles of women. Each session is arranged according to the following components: topic; objective; skills emphasized (a listing of specific skills, e.g., knowledge of operating procedures, dependability); notes on the importance of the session topic; list of materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating session topic). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 16-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

**Methods and Materials for Teaching Occupational Survival Skills. Leadership.**

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-78
Note-32p.; For related documents see CE 018 556-569
Available from-Curriculum Publications Clearinghouse, Western Illinois University, 768 Horrabin Hall, Macomb, Illinois 61455 (entire fourteen-unit set, $15.00)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Adult Education, *Career Education, *Human Relations, *Job Skills, *Leadership, Leadership Qualities, Leadership Responsibility, Leadership Styles, Leadership Training, Learning Modules, Senior High Schools

This occupational skills instructional module on leadership is one of twelve making up a curriculum guide on the human aspects of working in organizations. The modules are designed for utilization at various educational levels ranging from high school to adult and continuing education, in either academic or vocational programs. This module is organized into five sessions: (1) leadership skills, (2) theories of leadership, (3) and (4) styles of leadership, and (5) leadership roles. Each session is arranged according to the following components: topic; objective; survival skills emphasized (a listing of specific skills, e.g., organizing the work activities of others); notes on the importance of the session topic; list of materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating the session topic). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 16-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

**Methods and Materials for Teaching Occupational Survival Skills. Coping with Conflict.**

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Pub Date-78

Note-47p.; For related documents see CE 018 556-569

Available from-Curriculum Publications Clearinghouse, Western Illinois University, 76B Horrabin Hall, Macomb, Illinois 61455 (entire fourteen-unit set, $15.00)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Adult Education, *Career Education, *Conflict, *Conflict Resolution, Human Relations, *Interpersonal Competence, *Job Skills, Learning Modules, Role Conflict, Senior High Schools, Social Problems, *Work Attitudes

This occupational skills instructional module on coping with conflict is one of twelve making up a curriculum guide on the human aspects of working in organizations. The modules are designed for utilization at various educational levels ranging from high school to adult and continuing education, in either academic or vocational programs. This module is organized into six sessions: (1) what is conflict, (2) conflicts involving personal needs and goals, (3) unfair rules and avoiding responsibility, (4) conflicts resulting from prejudice, (5) conflict over job duties, and (6) preventing conflicts on the job. Each session is arranged according to the following components: topic; objective; skills emphasized (a listing of specific skills, e.g., working as a team member, working under pressure); notes on the importance of the session topic; list of materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating the session topic). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 16-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

ED 162 144 CE 018 567

**Methods and Materials for Teaching Occupational Survival Skills. Coping with Change.**

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-78
Note-48p.; For related documents see CE 018 556-569
Available from-Curriculum Publications Clearinghouse, Western Illinois University, 76B Horrabin Hall, Macomb, Illinois 61455 (entire fourteen-unit set, $15.00)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Adjustment (to Environment), Adult Education, *Career Education, Change Strategies, *Decision Making, Human Relations, *Job Skills, *Organizational Change, Senior High Schools, Social Change, *Vocational Adjustment, *Work Attitudes

This occupational skills learning module on coping with change is one of twelve making up a curriculum guide on the human aspects of working in organizations. The modules are designed for utilization at various educational levels ranging from high school to adult and continuing education, in either academic or vocational programs. This module is organized into seven sessions: (1) life in a changing world, (2) attitudes toward change, (3) accepting and rejecting changes, (4) learning to accept changes, (5), (6), and (7) using decision making techniques. Each session is arranged according to the following components: topic; objective; skills emphasized (a listing of specific skills, e.g., adjusting to work situations, knowing what is expected); notes on the importance of the session topic; list of materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating the session topic). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 16-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

**Methods and Materials for Teaching Occupational Survival Skills. Adapting and Planning for the Future.**
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-78
Note-39p.; For related documents see CE 018 556-569
Available from-Curriculum Publications Clearinghouse, Western Illinois University, 76B Horrabin Hall, Macomb, Illinois 61455 (entire fourteen-unit set, $15.00)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Adjustment (to Environment), Adult Education, *Career Education, *Career Planning, Decision Making, *Goal Orientation, *Job Skills, Learning Modules, Senior High Schools, *Vocational Adjustment, *Work Attitudes

This occupational skills learning module on adapting and planning for the future is one of twelve making up a curriculum guide on the human aspects of working in organizations. The modules are designed for utilization at various educational levels ranging from high school to adult and continuing education, in either academic or vocational programs. This module is organized into six sessions: (1) forecasting the future of work, (2) adapting to the future of work, (3) outlook toward the future, (4) designing a future, (5) planning your life goals, and (6) adapting to future change. Each session is arranged according to the following components: topic; objective; skills emphasized (a listing of specific skills, e.g., adjusting to work situations); notes on the importance of session topic; list of materials and equipment needed (a copy of each student worksheet, transparency and/or handout is included); activity (description of how to conduct activity); and follow-up (discussion questions or activities to assist students in summarizing or evaluating the session topic). Teacher resources including the titles, sources, and descriptions of books, articles, and audiovisual aids conclude the module. A 16-item multiple choice test for use with this module is available in document CE 018 569. CE 018 556 describes the twelve modules and their development. (JH)

ED 162 146 CE 018 569

**Methods and Materials for Teaching Occupational Survival Skills. Module Tests.**

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency-Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date-78
Note-63p.; For related documents see CE 018 556-568
Available from-Curriculum Publications Clearinghouse, Western Illinois University, 768 Horrabin Hall, Macomb, Illinois 61455 (entire fourteen-unit set, $15.00)
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Academic Education, *Achievement Tests, Adult Education, *Career Education, Human Relations, Job Skills, Multiple Choice Tests, Senior High Schools, Vocational Education, Work Attitudes

This document contains twelve sixteen-item multiple choice tests and answer keys for the modules in the Occupational Survival Skills series (CE 018 557-568.) (CE 018 556 describes the series and its development.) (JH)

ED 162 147 CE 018 570

**Report of the USOE Invitational Workshop on Adult Competency Education.**
Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Note-63p.; Tables in this document may not reproduce well due to small print
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Administrator Attitudes, *Adult Education, Adult Educators, *Basic Skills, *Daily Living Skills, Educational Needs, Federal Legislation, Functional Illiteracy, Methods Research, Needs Assessment, *Performance Based Education, State Legislation, State Programs, Success Factors, Surveys, Workshops
Identifiers-*Adult Performance Level

This report reviews major components of a workshop to develop consensus on a variety of issues and to increase participant awareness of innovative approaches to competency-based adult education (CBAE). The 200 workshop participants included state directors of adult education, other state staff, university personnel, local project directors, and federal education staff. The first section of the report presents workshop participants' responses to the charges. For example, in a call for a definition, CBAE is described as a performance-based process leading to demonstrated mastery of basic/life skills necessary for the individual to function proficiently in society. Other charges concern competency needs' state and federal legislation, etc. Section 2 reviews CBAE research and activities. The importance of the Adult Performance Level Study, which measured the degree of adults' competency, is emphasized. Several resulting studies to identify needs and/or competencies are examined. Also contained are reports on the provision and/or effect of CBAE instruction. Conclusions and recommendations are provided. Section 3 analyzes results of a Delphi survey of State Adult Education Directors and the U.S. Office of Education Division of Adult Education persons. The instrument focused on eleven issues. For example, issue 1 employs nine items to ascertain how CBAE relates to reaching least educated adults. Responses reflecting consensus are outlined. (CSS)

ED 162 148 CE 018 577

*Bogdany, Melvin*
**Selected Baking Formulas.**
Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Report No.-BA-340
Pub Date-Jun 78
Note-120p.; Not available in hard copy due to small and broken type in original document
Available from-New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($5.25, plus postage)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Bakery Industry, Food Processing Occupations, *Foods Instruction, Food Standards, Job Skills, Laboratory Manuals, *Measurement, *Production Techniques, Quality Control, Secondary Education, Technical Education, Vocational Education, Work Experience

This manual is designed to help baking students learn to use formulas in the preparation of baking products. Tested and proven formulas are, for the most part, standard ones with only slight modifications. The recipes are taken mainly from bakery product manufacturers and are presented in quantities suitable for school-shop use. Each recipe contains measures (expressed in weights), ingredients, method steps for combining ingredients, and production techniques. Four instructional objectives are outlined in the beginning of the manual. For example, the first objective is that the student will be able to accurately scale and measure baking ingredients. Following the statement of objectives, safety and sanitation are briefly discussed. Seven sections contain tips and recipes for breads, cakes, pastries, pies, cookies, icings, and fillings. Tips on bread, for instance, include comments on quality, vitamins, mold and rope, and causes of bread faults. A glossary of baking terms concludes the manual. (CSS)

ED 162 149 CE 018 578

*Micklus, C. Samuel*
**Industrial Design in Education. Student Manual.**
Glassboro State Coll., N.J.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date-Oct 78
Note-101p.; Not available in hard copy because photographic illustrations distributed throughout the document will not reproduce well; For a related document see CE 018 579
Available from-New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($5.25 plus postage)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Case Studies, *Design, Guidelines, History, *Industrial Arts, Instructional Materials, *Learning Activities, Models, Objective Tests, Postsecondary Education, Problem Solving, Senior High Schools, Visual Arts

Background, principles, and procedures of industrial design are presented in this student manual. Chapter I describes the emergence of industrial design as a profession and emphasizes specific designers and their contributions to the field. A twenty question objective test is included. Chapter II presents ten principles of well-designed products. Five student activities (creative problem-solving, re-design, and critique exercise) and a twenty question objective test are included. Two industrial design case studies and a twenty question objective test comprise chapter III. Chapter IV describes the design problem-solving process. Problem stating, alternative statements, ideation, brainstorming and the Teague approach are presented. Three student activities are included. Visual communications in the design process are described in chapter V. Topics include sketching, perspective, incorrect proportion, improper conveyance, convergence, visual distortion, drawing shapes, rendering, line drawings, and matting. The use of models is covered in chapter VI including preliminary study models, appearance evaluation models, modelmaking tips, contour drawing, and working drawing. The concluding chapter describes the use of presentations as a means of conveying ideas to others. A related document, CE 018 579, the teacher's manual, is available separately. (JH)

ED 162 150 CE 018 579

*Micklus, C. Samuel*

**Industrial Design in Education. Teacher's Manual.**

Glassboro State Coll., N.J.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date-Oct 78
Note-110p.; Not available in hard copy because photographic illustrations distributed throughout will not reproduce well; For a related document see CE 018 578
Available from-New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($5.50 plus postage)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Case Studies, *Design, Guidelines, History, *Industrial Arts, Instructional Materials, Learning Activities, Models, Objective Tests, Post Secondary Education, Problem Solving, Senior High Schools, Teaching Guides, Trade and Industrial Education, Visual Arts

Contents of this teacher's manual for use in an industrial design course are the same as that of the companion student manual except that answers to the objective tests are included. Chapter I describes the emergence of industrial design as a profession and emphasizes specific designers and their contributions to the field. A twenty question objective test is included. Chapter II presents ten principles of well-designed products. Five student activities (creative problem-solving, re-design, and critique exercise) and a twenty question objective test are included. Two industrial design case studies and a twenty question objective test comprise chapter III. Chapter IV describes the design problem-solving process. Problem stating, alternative statements, ideation, brainstorming and the Teague approach are presented. Three student activities are included. Visual communications in the design process are described in chapter V. Topics include sketching, perspective, incorrect proportion, improper conveyance, convergence, visual distortion, drawing shapes, rendering, line drawings, and matting. The use of models is covered in chapter VI including preliminary study models, appearance evaluation models, modelmaking tips, contour drawing, and working drawing. The concluding chapter describes the use of presentations as a means of conveying ideas to others. The student manual is available separately (see note). (JH)

*French, Arthur M. And Others*
**Evaluation of the Veterans' Cost-of-Instruction Program. Final Report.**
Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No.-RTI-22U-1529
Pub Date-Apr 78
Contract-100-77-0081
Note-388p.; Not available in hard copy due to reproducibility problems
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Cluster Analysis, Content Analysis, Counseling Services, Evaluation Criteria, *Factor Analysis, Federal Aid, Federal Programs, Higher Education, *Instructional Student Costs, Problems, Program Budgeting, Program Costs, *Program Effectiveness, *Program Evaluation, Project Applications, Special Education, Special Services, Student Financial Aid, *Student Personnel Services, Student Recruitment, *Veterans Education
Identifiers-Office of Veterans Affairs, United States, Veterans Cost of Instruction Program

Objectives of the Veterans' Cost-of-Instruction Program (VCIP) evaluation were: (1) to develop profiles describing institutional services for veterans, the Office of Veterans' Affairs (OVA), and demographic characteristics; (2) to identify differences and similarities in institutions' veteran assistance programs; (3) to describe the degree to which institutions have met the major criteria; and (4) to develop a method for category and variable identification. A sample of 400 VCIP projects were evaluated using descriptive techniques. Content analysis and factor analysis reduced narrative responses to quantifiable data. Variables that best defined similarities and differences among VCIP projects and their host institutions were identified. Findings revealed that the average number of undergraduate veterans enrolled in the sample was 801. Cluster analysis identified twelve clusters of OVA programs and host institutions. Cluster characteristics indicated that programs vary as a function of the institutional context in which they operate, the number of veterans on campus, and the institution's academic climate. The data suggest that qualitative or stylistic differences in OVA program operations may be a function of the background, commitment, and particular skills of the OVA director/coordinator and staff. Ninety-five percent of the programs were found to meet staffing and services requirements; ninety-one percent were found to meet budgetary assignment requirements. (CSS)

ED 162 152 CE 018 588

*Markowitz, Harold, Jr.*

**Uses and Abuses of Behavioral Objectives.**

Air Univ., Gunter AFS, Ala. Extension Course Inst.
Pub Date-Mar 76
Note-19p.; Italicized print in this document may not reproduce well; Paper presented at the National Home Study Council Annual Conference (50th, Coronado, California, March 1976)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Affective Objectives, Armed Forces, *Behavioral Objectives, *Behavior Change, Cognitive Objectives, *Course Objectives, Curriculum Development, *Educational Objectives, Educational Strategies, *Goal Orientation, Military Personnel, Performance Criteria
Identifiers-Air Force, United States

A well-designed curriculum depends on clearly specified objectives. An abuse-avoidance technique can be used to write these objectives. The Air University, charged with building professional competence of officers and airmen, has to determine educational requirements. The curriculum, based on these requirements, usually consists of broadly worded area objectives and specifically worded lesson objectives. Two arguments support the need for behavioral objectives. The first argument is that the proof of learning is a change in behavior, and the second is that objectives stated entirely in generalized terms invite a variety of unintended responses. It is useful to distinguish between statements designed to show curriculum structure and those designed to direct student activities (lesson objectives). Lesson objectives should be stated in terms of expected behavior. Two basic rules in writing behavioral objectives are to sample behavior at higher levels of generality and to list behavior at lower levels of generality. N. E. Gronlund suggests stating specific objectives and teaching and testing specific behaviors. A three-step process, employing an abuse-avoidance checklist, can help in stating objectives: (1) state the goal in broad terms; (2) derive terminal behaviors, and (3) assure consistency. The formulated behavioral objectives offer a basis for student and course evaluation. (CSS)

ED 162 153 CE 018 590

*Anderson, Ralph L., Jr. Lewiski, Raymond L.*

**An Analysis of Two Innovative Textual Formats in Correspondence Course Materials Used in the Air Force Enlisted Career Development Program.**

Air Univ., Gunter AFS, Ala. Extension Course Inst.
Pub Date-Dec 77
Note-122p.
**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**
Descriptors-Academic Achievement, Adult Education, *Behavioral Objectives, Career Development, Comparative Analysis, Conventional Instruction, Correspondence Courses, Correspondence Study, *Enlisted Personnel, Food Service Occupations, Graphic Arts, Illustrations, *Instructional Innovation, *Learning Modules, Methods Research, Performance Based Education, Reading Ability, Student Attitudes, Supplies, *Textbook Evaluation
Identifiers-Air Force, United States

Two studies were conducted to determine the educational effectiveness of innovative correspondence course materials. The studies were made simultaneously during the period from September 1976 through October 1977. Different materials were compared in terms of student performance, student acceptance of materials, course completion time, and relative performance of students with differing reading abilities. In each study innovative textual materials were compared to materials already in field use. The first study involved a three-way comparison of conventional materials, texts in the behavioral objective format (BOF), and an innovative modular BOF version of an apprentice-material facilities course. The second study compared a BOF version of a food-service specialists course with a version using the innovative high impact graphic technique. Findings for the conventional materials used in the first study were inconclusive, while in both studies each innovative concept proved to be more effective and was better accepted than each respective BOF version. (Author/CSS)

ED 162 154 CE 018 596

*Gartner, Karen And Others*

**Introduction to Vocations Comprehensive Middle School Program: Mathematics Activities.**

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date-Jul 78
Note-214p.; For a related document see ED 127 482
Available from-New Jersey Vocational-Technical Curriculum Laboratory, Building 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($6.50, plus postage)
**EDRS Price MF-$0.83 HC-$11.37 Plus Postage.**
Descriptors-Agribusiness, Building Trades, Business, *Career Awareness, Career Education, Communications, Environment, Health Occupations, Home Economics, Humanities, Junior High Schools, *Learning Activities, Manufacturing, Marine Biology, Marketing, *Mathematical Applications, Middle Schools, *Occupational Clusters, Occupations, Recreation, Service Occupations, Transportation

Junior high or middle school student activities in mathematics are provided for three entry level occupations in each of fifteen career clusters. The fifteen cluster titles including one of the three occupations for each cluster with an example of a student activity follow: (1) Agri-business and Natural Resources (cropdusting pilot, reading an altimeter); (2) Business and Office, (bookkeeper, totalling expenses); (3) Communications and Media (advertising salesperson, figuring cost of radio commercial); (4) Construction (electrician, calculating resistance); (5) Consumer and Homemaking (dietician, computing number of calories in a meal); (6) Environment (meteorologist, chart construction); (7) Fine Arts and Humanities (photographer, determining f-stop settings); (8) Health (pharmacist, using formulas to calculate how much solution to add to prescription); (9) Hospitality and Recreation (travel counselor, calculating trip mileage); (10) Manufacturing (automotive design engineer, determining number of oil and filter changes over 60,000 miles); (11) Marine (marine biologist, computing seven day average of pH in water samples); (12) Marketing and Distribution (carpet salesperson, computing total cost of floor covering); (13) Personal Service (tax accountant, filling out tax form); (14) Public Service (bank teller, balancing cash proof sheet); and (15) Transportation (mechanic, calculating engine displacement). Mathematical skill areas necessary in each activity and activity answers are provided in each unit. (JH)

ED 162 155 CE 018 643

*Post, John O., Jr. And Others*

**Project DECIDE. Business Enterprise Approach to Career Exploration. Implementation Handbook.**

Institute for Career Research, Hanover, Mass.

Spons Agency-Dependents Schools (DOD), Washington, D.C.

Pub Date-78

Contract-DAJA02-78-M-2605

Note-215p.; Not available in hard copy due to reproducibility problems

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Basic Skills, *Business Education, *Career Education, *Career Exploration, Career Planning, Educational Objectives, Food Service Occupations, Horticulture, Hygiene, Industrial Arts, Junior High Schools, Learning Activities, Management Games, Occupational Home Economics, *Program Design, *Program Development, Program Guides, Program Planning, *Simulated Environment, Skill Centers, Special Education, Teaching Methods

Identifiers-*Project DECIDE

The purpose of this document is to describe project DECIDE, a business enterprise career exploration program, in the form of an implementation handbook. Chapter 1 presents the major characteristics of the model, which focuses on providing special needs students and regular junior high students the opportunity to improve their personal, social, and academic skills. Also presented are five charts which highlight the major approaches of the model and describe the program elements pertaining to (1) the manager (teacher); (2) the employee (student); (3) the physical plant (classroom organization); (4) DECIDE technology (educational technology); and (5) the production schedule (curriculum). Narrative descriptions of each of these five areas follow the charts. Chapter 2 provides specific information on how to plan, develop, and maintain a program similar to DECIDE. The information is presented in three sections: planning and start-up; program development; and program maintenance. Chapter 3 presents a set of charts which identify organizational structures, work environments, and learning characteristics of the model. Included with each chart is a list of checkpoints or outcomes to look for as the program develops. Finally, chapter 4 briefly discusses the following seven major components of the model: business management production components; food service; household skills; industrial processes (wood and graphic arts); horticulture and supplemental components; personal appearance; training center. The career education objectives, strategies, and related materials for each component are included. (BM)

ED 162 156 CE 018 671

*Serviss, Emalee Patton, Bob*

**Vocational Business and Office Education. Banking and Savings and Loan.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
Pub Date-78
Note-703p.; Parts may not reproduce clearly due to colored background
**EDRS Price MF-$1.33 Plus Postage. HC Not Available from EDRS.**
Descriptors-Adult Education, *Banking, Business Education, Curriculum Guides, Financial Services, Grade 12, Human Relations, Instructional Materials, Learning Activities, *Office Occupations Education, Senior High Schools, Worksheets

Eleven instructional units (divided into two sections) are provided in this curriculum guide for a one-year course for 12th grade students or adults who are interested in pursuing a career in the banking or savings and loan field. Unit titles in section 1 are Human Relations and Self Improvement, Relationship with Other People, and Coping with Problems. Unit titles in section 2 are Opening Checking Accounts, Opening Savings Accounts and Time Deposits, Customer Service, Proof Operations, Bookkeeping, Fundamentals of Teller Operations, Cashing, Issuing and Accepting Checks, and Teller Operations. Each unit includes these elements: behavioral objectives stated in terms of unit objectives (subject matter to be covered) and student objectives; suggested activities outlining steps to follow in accomplishing objectives; information sheets which provide content and background needed in developing skills (many illustrations and examples are included); transparency masters; unit assignment sheets (answers provided); job sheets (not included in all units) which outline procedures for skills taught; unit tests, and test answers. (JH)

ED 162 157 CE 018 680

**Promising Practices in Oregon Career and Vocational Education. An Adopter's Guide.**

Linn-Benton Independent Education District, Albany, Oreg.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Oregon State Dept. of Education, Salem.

Pub Date-78

Note-26p.; Not available in hard copy due to light print in the original

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Adoption (Ideas), Career Education, *Curriculum Development, Curriculum Planning, Educational Improvement, Educational Innovation, Educational Practice, Elementary Secondary Education, Field Studies, *Information Dissemination, Instructional Materials, *Program Planning, Vocational Education

Identifiers-Oregon

The guide presents strategies for the dissemination of promising vocational education practices into local school districts. The first of four chapters discusses five commonly encountered questions which arise when new practices are considered. For example, the question, How can I identify worthwhile practices for my school?'' is addressed. In response, the guidelines suggest learning about promising practices from the Promising Practices Handbook,'' conferences, and other resources. In addition, criteria for judging a practice are reviewed. Chapter 2 poses and responds to questions about planning. Guidelines are provided for answering concerns such as What changes need to be made to the existing curriculum and/or programs?'' Chapter 3 addresses common concerns in the implementation phase. Questions such as How do we move from a paper plan to program action?'' are asked and answered. Chapter 4 includes abstracts from four model pilot sites. Each model contains the project purpose, groups involved, group size, environment, adaptation possibilities, resources used, materials developed, evaluation method, and contact person. Also included are the project's background and a description of the phases (usually three) of the process. In general, phases include planning, field testing, and implementation. Appendixes contain a form for planning and monitoring results, a planning worksheet, and an evaluation checklist. (CSS)

ED 162 158 CE 018 709

*Hoyt, Kenneth B.*

**Chambers of Commerce and Career Education. Monographs on Career Education.**

Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-Jul 78
Note-29p.; Appendixes may not reproduce well due to small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01893-4)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Career Education, Community Cooperation, *Community Involvement, *Community Organizations, Community Role, *Community Support, Conference Reports, Cooperative Programs, Educational Coordination, School Community Cooperation, *School Community Relationship
Identifiers-*Chambers of Commerce

This monograph, summarizing the ideas of participants attending a two-day mini-conference, was developed to help educators better understand some of the problems to be overcome in gaining support from their local chamber of commerce for career education. This booklet first presents the educator with five facts of life regarding the goals, structure, and operations of a local chamber of commerce. This is followed by examples of ways in which particular local chambers of commerce have been actively engaged in community career education efforts. Focus of these examples is on helping teachers gain experience in industry, coordinating the collaborative efforts of schools and business/labor/industry, and communicating the career education concept to the community. Finally, this monograph concludes with suggestions of ways to get greater chamber of commerce involvement in career education. A list of participants and issues they raised is appended. (EM)

ED 162 159 CE 018 710

*Hoyt, Kenneth*
**4-H and Career Education. Monographs on Career Education.**
Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-78
Note-26p.; Appendixes A and B may not reproduce well due to small print
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Career Education, Community Programs, Conference Reports, Federal Programs, National Programs, Program Descriptions, State Programs, *Youth Clubs
Identifiers-*4 H

This monograph, summarizing the ideas of participants attending a two-day mini-conference, was developed to help educators to appreciate and recognize the valuable contributions that 4-H has made to career education and its potential for greater involvement in career education. The content is divided into four topic areas. First, the nature and purposes of 4-H are discussed, including examples of 4-H curricular efforts. The strength of 4-H is covered next. Third, current 4-H involvement in and commitment to career education are discussed, followed by a discussion of national, state, and local 4-H activities. Four-H and the future of career education is discussed last and includes participant suggestions for increasing the 4-H career education involvement. (EM)

ED 162 160 CE 018 711

*Hoyt, Kenneth B.*

**National Alliance of Business and Career Education. Monographs on Career Education.**

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date-Jun 78

Note-23p.; Appendixes may not reproduce well due to small print

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01888-8)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Business Responsibility, Career Development, *Career Education, *Community Cooperation, Conference Reports, Cooperative Programs, Disadvantaged Youth, Economic Disadvantagement, Job Development, National Organizations, Program Descriptions, School Community Cooperation, Unemployed, Youth, *Youth Employment, Youth Problems, Youth Programs

Identifiers-*National Alliance of Business

This monograph, summarizing the ideas of participants attending a two-day mini-conference, provides educators with information on the relationship between the National Alliance of Business (NAB) and career education. This booklet begins with a section presenting background information on NAB and several standard NAB youth programs. The next section provides specific examples of NAB involvement with local career education efforts, including the NAB Career Guidance Institute (CGI) youth program. Also, examples of collaboration between NAB and Youth Employment Demonstration Program Act (YEDPA) programs in local career education efforts are presented. Then follows a section highlighting five common problems along with suggested solutions for closer NAB and career education working relationships. The next section summarizes the hopes and aspirations expressed by the participants and is followed by some concluding remarks. A list of participants and issues raised by the participants is attached. (EM)

ED 162 161 CE 018 726

*Mitchell, Mike Christiansen, James E.*

**What Vocational Cooperative Teacher-Coordinators Do in Their Job in Secondary Schools in Texas. A Final Report of Research.**

Texas A and M Univ., College Station. Coll. of Education.; Texas Education Agency, Austin. Div. of Occupational Research and Development.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-May 78

Contract-TEA-78230027

Note-393p.; Not available in hard copy due to reproducibility problems

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Cooperative Education, *Instructor Coordinators, Job Analysis, Job Training, Questionnaires, Secondary Education, *Task Analysis, Task Performance, Teacher Aides, Teacher Education, *Teaching Skills

Identifiers-Texas

A job analysis of vocational cooperative teacher-coordinators in secondary schools in Texas was performed. Five questions were investigated: (1) What tasks were performed and what relative percent of time was spent doing these tasks?; (2) When did coordinators learn to do the tasks they do and when did they feel these tasks should have been learned?; (3) How important to coordinators were the tasks which they performed?; (4) Would coordinators use teacher aides and if so, would this innovation result in a potential increase in vocational cooperative course enrollment?; and (5) What tasks are common to all of the program areas? A list of 211 tasks was compiled, validated, and printed in a questionnaire administered to cooperative coordinators in statewide inservice meetings during the summer of 1977. From 1,510 instruments received, 1,412 usable questionnaires were analyzed. Major findings include these: all 211 tasks were reported to have been performed by one or more vocational cooperative coordinators; 43% of their time was spent on clerical, youth leadership, and out-of-class coordination activities; the most important tasks appeared to be those requiring a high degree of communication skills; coordinators believed that most tasks should be learned by personnel before being hired or in a certification course; a majority of coordinators reported they could use a teacher aide part of the time; and tasks were not performed with significant difference among program areas. (Author/JH)

ED 162 162 CE 018 786

*Kay, Evelyn R.*

**Women in Vocational Education. Occupational Education.**

National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date-78

Note-11p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Age, Employment Statistics, *Enrollment Rate, *Females, Males, National Demography, Postsecondary Education, School Demography, School Statistics, Student Characteristics, *Student Employment, Tables (Data), *Vocational Education, Vocational Schools, Womens Education

Identifiers-United States

The majority of women enrolled in noncollegiate postsecondary vocational schools in October, 1976, were twenty-five years of age and over and attended school part-time while working full-time. The enrollment of women of age eighteen and over in noncollegiate postsecondary schools in October, 1976, was almost equal to that of men. When enrollments are examined by age and labor force participation, differences between men and women become apparent. For eighteen- to twenty-one-year-olds, the number of women participating in vocational education greatly exceeded that of men, while the participation rate of women of age twenty-two to thirty-four was considerably below that of men. Women enrolled full-time were primarily in the younger age groups, while the part-time women students were concentrated in the older age groups. Comparing women to men students, sixty percent of the women versus eight-three percent of the men held jobs, seven percent of the women and men were unemployed and looking for work, and thirty-three percent of the women versus ten percent of the men were not in the labor force. Seventy-four percent of the employed women students and ninety percent of the employed men students were full-time workers. Most vocational students (fifty-one percent) had completed high school and thirty-nine percent had some college experience. (EM)

ED 162 163 CE 018 798

*Fraleigh, Virginia A.*
**WORK-ED. (World of Related Knowledge and Educational Development). A Manual for Trainers.**
Hackettstown High School, N. J.
Spons Agency-New Jersey State Dept. of Education, Trenton.
Pub Date-May 78
Note-30p.; Photographs in this document will not reproduce well; For related documents see CE 018 169, ED 147 485-486, and ED 150 452
Available from-World of Related Knowledge and Educational Development, Hackettstown High School, Hackettstown, N.J. 07840 ($7.00)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Basic Skills, Career Awareness, Career Choice, Career Development, *Career Education, Community Involvement, Counselor Evaluation, Educational Alternatives, Grade 9, *Inservice Teacher Education, *Occupational Guidance, Occupational Information, *Program Administration, Program Budgeting, *Program Descriptions, Program Development, Recordkeeping, Secondary Education, Staff Role, *Student Evaluation, Teacher Education, Teacher Evaluation, Values, Vocational Counseling
Identifiers-*World Related Knowledge Educational Development

This manual is designed to assist personnel responsible for training teachers in the implementation of the World of Related Knowledge and Educational Development (WORK-ED). (The program is a career education course for ninth graders developed to enable students who have not chosen the traditional college-prep high school course to make career choices based on occupational information and ability to select goals.) It is a guidance-based program incorporating basic skills, human values, and career awareness. The material contained in this manual is designed to be presented in three training sessions. Session 1 includes the following: an overview of career education; an introduction to the WORK-ED program and materials; learning activities in values clarification; a brief consideration of community involvement; and a delineation of staff responsibilities. The second training session focuses on evaluation and record keeping, and the third session covers costing and monitoring procedures. Time schedules, information handouts, and related forms are included with the guidelines for each training session. A two-volume curriculum manual (ED 147 486 and CE 018 169) and an administrator's manual (ED 147 485) accompany this document. A project report is also available (ED 150 452). (BM)

ED 162 164 CE 018 803

*Smith, Roderick Raleigh, Susan*

**Career Opportunities in the Trucking Industry. Occupational and Career Information Series, No. 2.**

Employment and Training Administration (DOL), Washington, D.C.
Pub Date-78
Note-86p.; The numerous photographs throughout this document will not reproduce well
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 029-000-00306-8)
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-Auto Mechanics (Occupation), Career Development, *Employment Opportunities, *Employment Projections, *Employment Qualifications, Glossaries, *Individual Characteristics, Job Skills, *Job Training, Labor Unions, Motor Vehicles, *Occupational Information, Occupational Mobility, Resource Materials, Transportation, Vocational Education, Work Environment, Work Experience
Identifiers-American Trucking Association, *Trucking Industry

This United States Employment Service's Occupational and Career Information Series publication on the trucking industry is designed to provide an occupationally oriented overview of the field for employment and career counselors, as well as students and other interested readers. The following information is included: a brief history of the trucking industry; descriptions of types of carriers; general discussions of educational and training requirements and career development opportunities within the trucking industry; a list of addresses of state trucking associations which are affiliated with the American Trucking Association, Inc.; a photographic tour of activities in a typical common carrier terminal; glossaries of trucking jargon'' and standard trucking terminology; and a bibliography of materials on recent employment developments and outlook for the occupations in this industry. A major portion of this document contains detailed job descriptions of eighteen different occupations within the trucking industry. Each job description includes a brief definition of the occupation; a discussion of education, training, and experience requirements; and a summary of worker traits characteristic of that occupation. (BM)

ED 162 165 CE 018 804

*Cook, Zena And Others*

**Impact of Advertising: Implications for Consumer Education.**

Public Interest Economics Center, Washington, D.C.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Office of Consumers' Education.

Pub Date- 78

Note-85p.

Available from-Materials Request Desk, Office of Consumers' Education, Room 5624, ROB-3, U.S. Office of Education, Washington, D.C. 20202 (Free while supply lasts)

**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**

Descriptors-Adolescents, Children, Communication (Thought Transfer), Community Agencies (Public), Consumer Economics, *Consumer Education, *Consumer Protection, Decision Making, Expenditures, *Information Dissemination, *Life Style, *Marketing, Newspapers, Periodicals, Persuasive Discourse, Popular Culture, Publicize, *Resource Allocations, Social Change, Social Problems, Social Values, Television Commercials

This report reviews and analyzes the effects advertising has on consumer choice, national values, and life styles. It is intended to aid consumer educators and others in related fields. The report's focus is on two central issues: consumer sovereignty and patterns of personal, industrial, and national resource allocation. The first of four chapters explores the concept of consumer sovereignty and the conditions under which it is obtained. Also there is an attempt to clarify the manner in which advertising can facilitate or hinder the functioning of the private market system in the interests of society as a whole. In chapter 2 there is an examination of the indirect effects on consumers that advertising has been seen to have by causing shifts in various patterns of industrial, family, and national resource allocations. Chapter 3 discusses broader social implications of advertising as it impacts especially through television and corporate-sponsored advertising on our social and political lives. The final chapter highlights major findings of the previous chapters as they pertain to the possible content of consumer education programs. A bibliography is included. (CSS)

ED 162 166 CE 018 805

*Lewis, L. L. And Others*

**Methods of Evaluation and Career Education. A Users Manual for Local Education Agencies.**

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-Sep 78

Note-219p.; Not available in hard copy due to broken type in original document; For related documents see CE 018 806-807

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Administrator Guides, *Career Education, *Data Analysis, *Data Collection, Educational Accountability, Educational Assessment, *Evaluation Methods, Evaluation Needs, Information Dissemination, *Planning, *Program Evaluation, Sampling, State Surveys, Surveys

Identifiers-*South Carolina

Divided into five chapters, this user's manual is intended to assist local educators in the assessment of their career education programs. The first chapter discusses the purposes of evaluation. Chapter 2 provides a quick overview of the basic evaluation steps, while the remaining chapters provide the necessary details to implement these eleven steps. Chapter 3 focuses on the first three steps: (1) decide to conduct an evaluation; (2) select the evaluation coordinator and the evaluation committee; and (3) prepare an overview of current career education activities. In chapter 4, steps 4-8 are elaborated: (4) formulate evaluation questions; (5) identify sources of data; (6) select or identify instruments; (7) prepare a sampling plan; and (8) prepare and conduct data collection. In the last chapter, steps 9-11 are presented: (9) data tabulation and analysis; (10) review findings and make recommendations; and (11) disseminate report and implement recommendations. The majority of this document contains appended materials, including sample survey instruments, an annotated bibliography of published instruments, and a random number table. (A related document, CE 018 806, contains a detailed description of the instruments used to assess South Carolina's career education status. Another document, CE 018 807, interprets the career education needs assessment survey that was taken of a sample of South Carolina school students and school staff.) (BM)

ED 162 167 CE 018 807

*Lewis, L. L. And Others*

**South Carolina Career Education Needs Assessment Survey. Interpretive Report.**

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-Mar 78

Note-131p.; Not available in hard copy due to broken type in original document; For related documents see CE 018 805-806

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Attitudes, Career Awareness, *Career Education, Decision Making Skills, Economics, Educational Attitudes, Educationally Disadvantaged, Elementary Education, *Handicapped Students, Intermediate Grades, Interpersonal Competence, Junior High Schools, *Needs Assessment, *Personnel Needs, *Program Planning, Secondary Education, Self Concept, *Student Needs, Surveys

Identifiers-*South Carolina

A student and school staff needs assessment was conducted to determine the career education needs of South Carolina students in the elementary, middle/junior high schools, and senior high schools. The special needs of handicapped and other educationally disadvantaged students were also considered. The needs assessment procedure was structured on the following seven basic elements of career education: self-knowledge; decision-making skills; career awareness; economic awareness; educational awareness; attitudes and appreciations; and social awareness. The study was based on a stratified random sample of forty-seven counties and included a total of 108 classrooms at the fourth-, eighth-, and twelfth-grade levels. Results were analyzed and compared to national career education needs assessments. Some of the findings include the following: (1) on the elementary level, significant needs exist for provisions for a local needs assessment, identification of school and community resources, and increased emphasis on the use of counselors and testing to help students identify their interests and aptitudes; (2) on the middle/junior high and senior high school levels, significant needs exist for a local needs assessment, formal implementation plan, inservice training, released time and planned conferences for materials development, field trips, and evaluation of career education efforts; and (3) for handicapped/disadvantaged students, critical needs exist in the area of career education opportunities offered to all students with special emphasis at the high school level on matching the interests and aptitudes of individual students with future occupational possibilities. (Two related documents are available a user's manual to assist local education agencies in evaluating career education in their schools CE 018 805 and a detailed description of the instruments used to assess South Carolina's career education status CE 018 806 .) (BM)

ED 162 168 CE 018 817

*Kulich, Jindra, Ed.*

**Training of Adult Educators in East Europe. Monographs on Comparative and Area Studies in Adult Education.**

British Columbia Univ., Vancouver. Center for Continuing Education.; International Council for Adult Education, Toronto (Ontario).

Pub Date-77

Note-132p.

Available from-Centre for Continuing Education, The University of British Columbia, Vancouver, B.C., Canada. V6T 1W5 ($6.00)

**EDRS Price MF-$0.83 HC-$7.35 Plus Postage.**

Descriptors-*Adult Education, *Adult Educators, Continuous Learning, Cultural Education, Educational History, Educational Research, Educational Theories, Foreign Countries, Inservice Education, Political Influences, *Professional Training, Staff Improvement, Universities

Identifiers-Czechoslovakia, *Europe (East), German Democratic Republic, Hungary, Poland, Romania, USSR, Yugoslavia

The purpose of this volume is to present information on the training of adult educators in East European countries. All but two of these countries, Albania and Bulgaria, are described. The first of nine articles provides an overview of the research and preparation of adult education staff in some East European countries. Factors cited as influencing the system development in these countries are tradition, social situation, growth and application of science, acceptance of the continuous education idea, and the development of theory and greater professionalism in the adult education field. Following the initial report, there are articles dealing with Czechoslovakia, the German Democratic Republic, Hungary, Poland, Romania, Union of Soviet Socialist Republics, and Yugoslavia. The article on the Soviet Union deals only with the political education aspects. All contributions were originally published elsewhere. (CSS)

*Hamilton, Jack A. Mitchell, Anita M.*

**Identification of Evaluated, Exemplary Activities in Career Education (K-12). Executive Summary of Final Technical Report.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Report No.-AIR-66700-7/78-ES
Pub Date-31 Jul 78
Contract-300-77-0303
Note-9p.; For related documents see CE 018 212-223
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Career Education, *Demonstration Projects, Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, Federal Programs, Field Studies, *Information Dissemination, Program Descriptions, *Program Effectiveness, *Program Evaluation
Identifiers-Education Amendments 1974, Joint Dissemination Review Panel

A study was conducted to identify and describe evaluated, exemplary activities in career education (K-12) which represent the best of the current career education programs and practices referred to in Public Law 93-380. The major tasks of the study were to: (1) establish criteria for identifying evaluated, exemplary activities; (2) search for activities that met these criteria; (3) review and screen activities according to these criteria; (4) visit those activities identified as having produced objective evidence of effectiveness to obtain further evaluative and descriptive information; (5) prepare detailed descriptions of career education activities meeting the criteria and summary descriptions for submission to the United States Office of Education and to the Joint Dissemination Review Panel (JDRP) of the Education Division, Department of Health, Education, and Welfare; (6) develop prototype evaluation designs for career education activities; and (7) prepare a final technical report including an analysis of evaluation in public school career education activities. (This executive summary describes the manner in which these tasks were carried out; see CE 018 212 for the final technical report.) On the basis of objective evidence of effectiveness, JDRP approved seven of the ten submissions for dissemination through the Office of Education's National Diffusion Network and by its Office of Career Education. (BM)

ED 162 170 CE 018 826

*Armstrong, Anne Kathleen*

**Masters of Their Own Destiny: A Comparison of the Thought of Coady and Freire. Occasional Papers in Continuing Education, Number 13.**

British Columbia Univ., Vancouver. Center for Continuing Education.
Pub Date-Jan 77
Note-31p.
Available from-Centre for Continuing Education, The University of British Columbia, Vancouver, Canada V6T 1W5 ($1.50)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Adult Education, Adult Leaders, *Change Agents, Citizen Participation, Citizenship Responsibility, Community Cooperation, *Community Development, Comparative Analysis, *Economically Disadvantaged, Economic Development, Educational History, Educational Philosophy, Leadership, Literacy Education, Self Determination, Social Action, *Social Change, Social Discrimination
Identifiers-*Coady (Moses), *Freire (Paulo)

The work of the adult educators, Moses Coady in Novia Scotia (1920s and 1930s) and Paulo Freire in Brazil (1950s and 1960s) can be examined comparatively. Both men viewed adult education as a tool for social change. Both responded to endemic poverty, dysfunctional outside control, and lack of cooperative initiative from within. They would agree that the chronically poor see themselves as having the problem and do not attempt to find in themselves the solution. Both concluded that only the poor could effect meaningful change for themselves. The two men saw education as a process to examine what has gone wrong and what needs to be done. In the Coadian and Freierian philosophies, the learner's position is central, but not separate from the general community. The first goal in bringing about social change is to develop critical awareness on the part of the poor. Literacy education forms the contextual focus of Freire's efforts to promote the poor's active awareness; Coady's participants learn skills of economic cooperation to achieve active social awareness. Leadership for Freire and Coady is more a matter of being a change agent than a teacher. The differences between the two seem to be ones of degree, not of kind. (CSS)

ED 162 171 CE 018 827

*Perry, Walter*

**Teaching and Learning at a Distance: The Experience of Britain's Open University. (Wesbrook Memorial Alumni Lecture). Occasional Papers in Continuing Education, Number 15.**

British Columbia Univ., Vancouver. Center for Continuing Education.
Pub Date-Mar 78

Note-23p.; Paper presented at the Frank Fairchild Wesbrook Memorial Alumni Lectureship Dinner (Vancouver, British Columbia, February 16, 1978)

Available from-Centre for Continuing Education, The University of British Columbia, Vancouver, British Columbia, Canada V6T 1W5 ($1.00)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Academic Standards, Access to Education, *Adult Education Programs, Degrees (Titles), Educational Innovation, Educational Radio, Educational Television, *External Degree Programs, Foreign Countries, *Higher Education, Institutional Characteristics, Nontraditional Students, *Open Education, *Open Enrollment, Program Development

Identifiers-*Open University (Great Britain)

In a speech on the development of formalized systems for distance education, the British Open University is highlighted. Three themes are addressed: (1) objectives, methods, and evaluation of Great Britain's Open University, (2) examination and comparison of similar institutions in other countries, and (3) development of guidelines for initiation of similar institutions. The communications explosion has led to a worldwide trend toward participative democracy. First prompted by politicians and then by government, the Open University was designed to give excluded students a second chance at higher education. Access was to be easy, but there would be no compromise on materials or academic standards. There would be no qualifications, costs would be reasonable, and education would be taken to students. Radio and television would serve as adjuncts. Since 1971, over 120,000 have been admitted, with course success rate being about 70-75%. The university has largely achieved its objectives, and the British academic world has accepted the degree in standard. Success has led to world interest in the distance learning concept, though foreign countries address differently their needs, populations, and financing. One shared concept is that it is possible and practical to educate through nontraditional modes. It can be concluded that, among other things, courses must be specifically designed for the target population, and one should make use of available mass communication systems. (CSS)

*Ampene, E. Kwasi*
**Persistent Issues in African Education. Occasional Papers in Continuing Education, Number 16.**
British Columbia Univ., Vancouver. Center for Continuing Education.
Pub Date-Jun 78
Note-23p.; Paper presented to the Faculty of Education (Vancouver, Canada, March 16, 1978)
Available from-Centre for Continuing Education, The University of British Columbia, Vancouver, Canada V6T 1W5 ($1.00)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Access to Education, Adult Education, Colonialism, Developing Nations, Dropout Problems, Educational Change, *Educational Development, *Educational Finance, Educational History, Educationally Disadvantaged, Educational Needs, *Educational Opportunities, Educational Policy, Elementary Secondary Education, Foreign Countries, Illiteracy, Language Handicaps, *Language Role, Postsecondary Education, Problems
Identifiers-*Africa

Important issues in African education involve the effects of the colonial education system on African subjects and their countries' political and socio-economic development. Of interest are some countries' efforts to correct dysfunctions resulting from the colonial system. Following independence, the state of education in many African countries in 1960 may be summarized as follows: (1) there was a fairly widespread primary education system with enrollment at about 41% of school age population; (2) adult illiteracy ranged from 50% to 99%; (3) educational expenditure has grown considerably; and (4) there was uncertainty as to the relevance of the educational system to the challenges of the newly independent countries. After independence, there were many efforts to expand educational opportunities. Between 1950-1960, enrollment in about forty primary sector countries increased 3-26%. Problems such as high formal education costs, high unemployment for school leavers, alienation of some educated persons from their culture/communities, and a multiplicity of languages, and lack of educational opportunities have led to a search for functional and less expensive education. Political and social action by many groups in addition to ministries of education will be required to resolve the complex problems of African educational systems. (CSS)

ED 162 173 CE 018 830

*Thomas, Alan M.*

**On the University-Community Symbiosis. Occasional Papers in Continuing Education. Number 5.**

British Columbia Univ., Vancouver. Center for Continuing Education.
Pub Date-Jan 71
Note-17p.; Paper presented at the Center for Continuing Education (British Columbia, Canada, November 20, 1970); Not available in hard copy due to thin type in original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Academic Education, *Adult Education, Community Development, Educational History, Foreign Countries, Institutional Characteristics, Institutional Role, *Learning Characteristics, Postsecondary Education, Private Agencies, Public Education, Social Influences, Speeches, Student Evaluation, *Universities
Identifiers-Canada, Education Community Relationship

As university institutions have grown, the university and community relationship has again become obscure and troubling. Today, no one has to defend the thesis that adults can learn. We have turned our attention to how, when, and at what price. Over the last twenty years, postsecondary education has witnessed a shift from elite to mass education. Adult public education, mostly of a remedial nature, was

largely a failure prior to the mid-fifties. But by that time in Canada and the U.S., the private sector (industry, armed services, etc.) had created teaching and learning systems that sometimes dwarfed the public sector in scope, results, and costs. During this same period, the mistaken view of education as an investment was accepted and transmitted to developing countries. What has been thrown into perspective now is the distinction between learning and education and how the two are related. Education, a social endeavor, is the way society responds to the capacity of its members to learn. The Canadian university must create its own community not identified by a single place, the student's age, or the instructional process. It must cease to evaluate conventional students for society. The university should focus on where, how, why, and what learning is taking place. (CSS)

ED 162 174 CE 018 831

*Selman, Gordon R.*

**A Chronology of Adult Education in British Columbia. Occasional Papers in Continuing Education, Number 14.**

British Columbia Univ., Vancouver. Center for Continuing Education.
Pub Date-Feb 77
Note-36p.
Available from-Centre for Continuing Education, The University of British Columbia, Vancouver, Canada V6T 1W5 ($1.50)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Adult Education, Adult Education Programs, Agency Role, Chronicles, *Educational History, Educational Trends
Identifiers-*British Columbia

This chronicle outlines the development of adult education in British Columbia from 1833 to 1976. The introduction states that the development of adult education activities and services in British Columbia can be traced back almost one hundred and fifty years. The author stresses that the outline is tentative, and he encourages others to fill in the gaps. In the earlier period of the chronology, especially pre-1914, the author defines adult education as deliberate efforts by men and women to satisfy their thirst for knowledge, to equip themselves for citizenship responsibilities, and to find opportunities for self expression. In the later sections, he gives emphasis to activities which involve sustained communication between the learner and a teacher or instructional agent. Very few of the major developments included in the chronology are said to be associated with agencies for which adult education is the principal activity. In later years a trend is noted in which formal educational institutions have increasingly become dominant in the provision of adult education. (CSS)

ED 162 175 CE 018 849

*Rogers, Mary Thomas*

**The State Agency Perspective for Research on Lifelong Learning.**

Pub Date-Mar 78

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Adult Education, Adult Learning, Agency Role, Community Role, *Continuous Learning, *Educational Research, Educational Resources, Interagency Planning, Needs Assessment, Program Development, *State Agencies, State Departments of Education, State Programs, *Statewide Planning

State educational departments can take the initiative in assisting local resources to undertake the task of exploring alternative perspectives on lifelong learning. To provide leadership for those who plan, develop, and coordinate state programs or establish research priorities, state agencies need to re-examine their role in developing strategies to deal with the adult learner's changing needs. A few suggestions are (1) resource analysis identify and appraise the range, nature, and use of educational resources in the state; (2) need identification assess the range and intensity of educationally related interests and concerns among significant groups within the state; (3) guidance programming identify essential and necessary conditions for designing, staffing, and evaluating a statewide adult guidance system; (4) report analysis interpret and synthesize a variety of reports (census, manpower, industrial, etc.) to provide a basis for need analysis and long range planning; (5) survey analysis design and conduct state survey research to identify significant resources as well as critical needs and problems; and (6) other state agency mapping map agency and organizational territories according to their roles and goals as a basis for developing cooperative alliances to attack critical community problems and expand adult learning opportunities. (CSS)

ED 162 176 CE 018 864

*Ross, Donald D., Comp. Bryde, John F., Comp.*

**Values & Awareness. A Programmed Reader Utilizing the Technique of Controlled and Directed Projection through a Bilingual Approach. Career Education and the American Indian Series. Final Report.**

South Dakota Univ., Vermillion. School of Education.

Spons Agency-Office of Career Education (DHEW/CE), Washington, D.C.

Pub Date-76

Grant-G007502313

Note-245p.; For a related document see CE 018 865

Language-English; Lakota

**EDRS Price MF-$0.83 HC-$12.71 Plus Postage.**

Descriptors-American Indian Culture, American Indian Languages, *American Indians, *Bilingual Education, Career Education, *Community Relations, Elementary Education, English, *Family Relationship, Illustrations, Individual Development, Programed Texts, *Reading Materials, Second Language Learning, *Self Concept, Values

Identifiers-*Lakota

Focusing on the cultural needs and values of the American Indian child, this programed reader is designed to develop a sense of prideful awareness of self as an individual and as an Indian. Developed as part of a Career Education series, this reader is divided into three sections and uses the technique of controlled or directed projection. The first section, utilizing illustrations only, presents five pictures which focus on the Indian child himself and twenty-five pictures which pertain to five Indian values (bravery, generosity and sharing, individual freedom, adjustment to nature, and Indian wisdom). Teaching instructions and suggested questions/responses for discussion accompany the pictures. Section 2 addresses itself to the immediate family through the presentation of forty-eight pictures with underlying script. These pictures seek to develop the child's awareness of his relationship to each family member and also incorporate the five values presented in section 1. Teaching instructions and a glossary of the ninety-eight words used in section 2 are included. Section 3 seeks to develop the child's awareness of himself in relation to his community and for the first time introduces the non-Indian in the illustrations and text. Teaching instructions and a glossary of the 211 new words used in section 3 are included. Sections 2 and 3 incorporate the illustrations with captions in both Lakota (Sioux) and English. New words are introduced gradually and repeated frequently, and the structure of the text is extended from very simple phrases to the more complex structure of the short story. (A set of learning modules of similar subjects and grade levels is available see note.) (BM)

ED 162 177 CE 018 865

*Ross, Donald D., Ed.*
**Modules for Learning. Career Education and the American Indian Series.**
South Dakota Univ., Vermillion. School of Education.
Spons Agency-Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date-76
Note-110p.; For a related document see CE 018 864
**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**
Descriptors-American History, *American Indian Culture, American Indian Languages, *American Indians, Behavioral Objectives, *Career Education, Educational Resources, Elementary Education, Learning Activities, *Learning Modules, *Second Language Learning, *Self Concept, Values
Identifiers-South Dakota

The learning modules presented in this document were developed as part of the continuing Career Education and the American Indian Series. Intended for use with the early elementary grade levels, these modules were designed to meet the following career education objectives: awareness of self; awareness of others; awareness of culture; awareness of education; awareness of careers; decision making; beginning competency; skill development; and attitudes and appreciation. The modules contain the following elements: grade level recommendation; prerequisites; behavioral objectives; criterion measures; learner activities; and related content. Some titles of the modules included in this document are Basic Indian Cultural Values; Indian Legends; Indian Symbols; Planting Corn in an Old Indian Way; The Indian Family; A Sioux Dwelling; The Buffalo and the American Indian; South Dakota Reservations; A Comparative Study of the Indian Nations Prior to European Civilization; The Breaking of Racial Barriers; and Poetry in American Indian Culture. The last module presents six lessons on the Dakota language and includes a pretest and post-test along with detailed teaching instructions. The bibliography contains lists of books, films, periodicals, and other bibliographies. (A programed reader of similar subjects and grade levels is available see note.) (BM)

ED 162 178 CG 012 885

*Oakes, Jack E.*

**Counselors, Education and Mousetraps: An Action Plan for the Junior High School Counselor.**

Pub Date-17 May 78
Note-37p.; Appendix not filmed due to copyright
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Career Development, *Career Education, *Community Involvement, *Counseling Effectiveness, *Curriculum Development, Developmental Stages, *Guidance Counseling, Junior High Schools, Junior High School Students, Moral Development, Occupational Guidance, Program Descriptions, *State Programs

This paper describes a plan for career education which is being adopted by the California Career Education Task Force with the intent of aiding the State Department of Education. The plan will be useful to many educators throughout the country. Part One of this paper deals with counselor effectiveness. Guidance and counseling program modes as well as change opportunities are discussed. Part Two discusses research and theories available to the counselor. Presented are ideas of Piaget, Kolberg, Newmann, Dewey, and Gordon. Part Three proposes an action plan based on the material presented in Part Two. The plan combines developmental psychology, community-based education, moral development, and career education. A sample plan and the steps for its institution are provided. Part Four evaluates the basic structure of the action plan. Hallmarks of the plan are a holistic concern for the student, and simplicity. Adoptibility to subject matter, moral development, social interaction with the community, enhancement of a vocational self-image, and room for creative are positive features. (Author/JLL)

ED 162 179 CG 012 888

*Lamiell-Landy, Ann Landy, Frank J.*

**Teacher Style: A Cross Cultural Study.**

Pub Date-6 May 78

Note-12p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (50th, Chicago, Illinois, May 4-6, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*American Culture, *Behavior Patterns, Cross Cultural Studies, *Cultural Differences, Cultural Factors, Elementary Secondary Education, Foreign Countries, *Leadership Styles, Research Projects, Teachers, *Teaching Styles, *Values

Identifiers-*Sweden

Examined are two dimensions of leadership style (task-orientation and person-orientation) as they also define teacher style, specifically, as a function of context (grade-level, teacher experience, and socio-political differences). The Teacher Opinion Questionnaire was utilized to obtain opinions of ideal teacher behavior. Subjects were teachers 544 from Pennsylvania and 732 from Sweden. They were evenly distributed among three grade levels, and levels of experience. Findings indicate two common components in the responses of the two groups initiating structure and consideration. Americans were high in the former, and Swedes in the latter areas. Americans see a rigidity aspect to their job, and Swedes do not. Americans also see a difference between instructional tasks and maintaining an authority position. The dominant value structure of the culture is reflected in teacher opinions about ideal behavior. (Author/JLL)

ED 162 180 CG 012 892

*Zanni, Guido R. And Others*

**An Exploration of Classroom Seating As a Function of Various Personality Traits.**

Pub Date-Mar 78

Note-10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (49th, Washington, D.C., March 29-April 1, 1978); Not available in hard copy due to marginal legibility

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Classroom Environment, *Distance, Group Dynamics, Higher Education, *Individual Characteristics, Interaction, *Personality, *Psychological Patterns, Research Projects, *Self Concept, Space Orientation, Undergraduate Students

Identifiers-*Sixteen Personality Factor Questionnaire

The relationship between classroom seating preference and personality was explored. Subjects were 81 undergraduate students. Using the same 32-seat classroom, four classes were tested. Students were administered Cattell's 16 PF followed by another questionnaire which contained a diagram of the classroom, and students were asked to indicate their occupied seat. If the occupied seat was not the preferred seat, students were also asked to indicate the preferred seat. Each seat was assigned a zone of participation (ZP) value. Using a Spearman rank-order correlation statistic, ZP values and row choices were correlated with Cattell's Primary and Second Order Factors. Results indicate that row choice was related to extroversion, tough poise, shrewdness, dominance, and ego strength. Also, students sitting toward the center differed on ego strength, guilt-proneness, and anxiety, relative to students sitting away from the center. (Author/JLL)

ED 162 181 CG 012 907

*Passy, Lynn E.*

**New Careers in Mental Health: Educational Supports for Women Paraprofessionals.**

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date- 78
Note-10p.; Not available in hard copy due to marginal legibility
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*College Curriculum, *Cooperative Programs, *Educational Innovation, *Females, *Health Occupations, Higher Education, *Paraprofessional Personnel, Program Descriptions, Work Experience Programs, Working Women

The cultural position of women vis-a-vis work is changing. Family breakdown and the financial burdens which come with single-parenting are forcing women to enter the job market for the first time or in a new way. Even in two-parent families, economic constraints are demanding that wives as well as husbands work full-time. Too many women will experience discouragement as they enter work or change their expectations of it. This is true particularly for women who: (1) are from low-income backgrounds; (2) are entering work after or as a result of personal trauma (divorce, widowhood); (3) are entering work without the credentials of higher education; and/or (4) have life experiences which are traditionally female. For such women gratifying work is not easily found. Moreover, the human services upon which these women rely for new access to work have not provided advocacy for social change, but have often limited the search for new careers by the denial of critical support systems. The New Careers in Mental Health program described in this document was established in 1973 to address these concerns. It involves developing innovative Associate and Bachelor level education programs which enable the combination of full employment in human service and full-time participation in higher education. (Author)

ED 162 182 CG 012 908

*Pellegrini, Robert J. And Others*

**Self-Disclosure in Male-Female Encounters.**

Pub Date- 77
Note-18p.; Not available in hard copy due to marginal legibility
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Disclosure, *Interaction Process Analysis, Interpersonal Relationship, *Physical Characteristics, *Rapport, Research Projects, *Sex Differences, Social Psychology, Social Relations

Male and female subjects identified as very attractive or very unattractive worked in an interview-like situation with a listener of the opposite sex who was presented so as to maximize or minimize his or her natural attractiveness. Intimacy of self-disclosure was found to be significantly greater for females than for males, significantly greater for unattractive than for attractive subjects, and significantly greater to an attractive than to an unattractive listener. The results are discussed in terms of sex differences in American socialization processes, interpersonal response style differences between attractive and unattractive people, and the social stimulus value of good looks. Directions for applied research into areas such as counseling and police interrogation are also considered. (Author)

ED 162 183 CG 012 909

*Treffert, Darold A.*
**The Balancing Act: Treatment Rights and Legal Rites.''**
Pub Date- 78
Note-16p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Civil Rights, Clinical Psychology, *Counselor Role, *Institutionalized Persons, *Mental Illness, *Patients (Persons), Psychiatry, State of the Art Reviews

Both clinicians and patients can easily become entangled in the rights versus rites'' debate that is, the effort to strike a balance between mandated `right to treatment'' and emerging right to refuse treatment.'' This paper examines legal and psychiatric precedent and practice in those areas and suggests a practical, prudent and palatable middle ground in solving that crucial dilemma. (Author)

ED 162 184 CG 012 912

*Spence, Janet T. And Others*

**Psychological Masculinity and Feminity in Children and Its Relationship to Trait Stereotypes and Toy Preferences.**

Pub Date-Apr 78
Note-9p.; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Children, Elementary Education, Elementary School Students, *Psychological Testing, Research Projects, *Sex Differences, Sex Role, *Sex Stereotypes
Identifiers-*Childs Personel Attributes Questionnaire, *Toy Preference Test

This study investigated the relationship of psychological masculinity and feminity in children to trait stereotyping and toy preferences. Subjects (157 boys and 157 girls in Grades K-4) were tested on a Child Test Battery, including the Child's Personal Attributes Questionnaire based on the adult PAQ (Spence, Helmreich & Stapp, 1974, 1975), the Trait Stereotype measure which parallels the CPAQ, and the Toy Preference test. Results showed highly significant differences between the means for boys and girls on the CPAQ scales. However, within each sex, M and F were essentially orthogonal. Highly significant sex differences were found on the Stereotype measure with each sex showing greater knowledge of same-sex stereotypes. Large sex differences were found in the expected direction in preference for sex-typed toys. However, no consistent relationship between knowledge of trait stereotypes and possession of parallel traits was found. Correlations between the CPAQ scales and the Toy Preference M and F scales were low, and in the predicted direction. These results suggest that in the investigation of psychological masculinity and femininity in children, it is necessary to keep the measurement of traits both conceptually and methodologically distinct from the study of other gender-related phenomena. (Author)

*Vidulich, Robert N. And Others*
**Career Choice and Change in High-Ability Young Women.**
Pub Date-Mar 78
Note-14p.; Paper presented at the Annual Convention of the Southeastern Psychological Association (24th, Atlanta, Georgia, March 15-18, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Academic Ability, *Career Choice, *Females, *Occupational Aspiration, *Occupational Choice, Research Projects, *Socioeconomic Background, *Talented Students

This paper briefly summarizes four years of research on career decisions in a large sample (997) of high-ability women. The research focused on career choice and career choice change in these young women during the time when these decisions were being made. A variety of background questions were included in the survey instrument, including family size, high school size, socio-economic background, parents' educational attainments and sex-role atypicality of the mothers' occupations. Results indicate: (1) change in career planning is common in these women; (2) the extent of change varies by the area of early career choice; and (3) changes in original career decisions typically occur early in college. (Author/HMV)

ED 162 186 CG 012 914

*Schubert, Jan And Others*

**Is There a Need'' for Financial Aid for the Part-Time Student?**

Pub Date-29 Mar 78

Note-20p.; Paper presented at the Annual Convention of the National Association of Student Personnel Administrators (60th, Kansas City, Missouri, April 2-5, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Adult Students, Educational Finance, *Financial Needs, Higher Education, *Part Time Students, *Program Administration, Program Descriptions, Research Projects, *Student Financial Aid, Tuition Grants

This presentation gives a general overview of the part-time student within the realm of the non-traditional student; provides a description of the Part-time Student Grant Program at Iowa State University; shares the results of a survey given to grant recipients; and provides recommendations for other institutions interested in similar innovative programs. Recommendations include ways to assess program need and goals; define funding requirements and locate sources for funds; and handle administrative responsibilities. (Author)

ED 162 187 CG 012 917

*Hamilton, Marshall L. And Others*

**Parental and Peer Influence on Development of Health Maintenance Behavior in Adolescence.**

Spons Agency-Department of National Health and Welfare, Ottawa (Ontario).
Pub Date- 76
Note-21p.
Available from-Marshall L. Hamilton, Dept. of Psychology, University of Guelph, Guelph, Ontario.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Adolescence, Body Weight, *Health Activities, High School Students, *Parent Influence, *Peer Acceptance, Research Projects, *Smoking

Parental and peer influence on adolescents account for a substantial portion of the variation in health behavior developing in late adolescence. Of high school students sampled, 50% describe the influence attempts of their mothers, fathers and peers as neutral on most health behavior. Smoking is the exception to the pattern with mothers and fathers strongly discouraging and peers mildly encouraging smoking. Peer and parental influences are consistent with each other regarding weight watching, health food selection and optional exercise. The most frequent response for these behaviors, other than neutral, is that of mild encouragement. It seems clear that there is the potential for health educators, government health agencies and others to increase efforts to involve parents and peers in more actively influencing the establishment of health maintaining habits in adolescents. (BN)

ED 162 188 CG 012 932

*Moyer, Kerry L.*

**Sex Differences in Vocational Attitudes and Knowledge of Eleventh Grade Students in Pennsylvania.**

Pub Date-78

Note-21p.; For related document see CG 012 933 ; appendix may be marginally legible due to small type

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Career Choice, Grade 11, *Occupational Choice, Research Projects, Secondary Education, State Surveys, *Vocational Aptitude, *Vocational Counseling, *Work Attitudes

Identifiers-*Pennsylvania Educational Equality Assessment

Each of one third of all Pennsylvania public high schools were assessed in 1974, 75 and 76 so that all high school students were assessed during this three-year period. The results indicate that eleventh grade female students displayed a significantly more positive attitude toward work than did the male students when responding to work attitude statements such as To me the most important thing about work is the good feeling I get from it.'' The female students also displayed a significantly higher level of disagreement than did male students with negative statements such as The prospect of working most of my adult life depresses me.'' Females answered more questions correctly on the Vocational Knowledge Test; however, both groups answered fewer than half of the questions correctly. Large numbers of both male and female students expressed similar difficulties with career planning. A slight majority of all eleventh grade students had not made a definite career choice. (BN)

ED 162 189 CG 012 933

*Moyer, Kerry L.*

**Sex Differences in Vocational Aspirations and Expectations of Pennsylvania Eleventh Grade Students.**

Pub Date-78
Note-50p.; For related document see CG 012 932
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Expectation, Grade 11, High School Students, *Occupational Aspiration, Occupational Guidance, Occupational Information, *Parent Influence, Research Projects, Secondary Education, *Self Esteem, *Sex Differences, *Sex Stereotypes, Work Attitudes
Identifiers-*Pennsylvania Educational Quality Assessment

Occupational aspirations and expectations recorded by the Pennsylvania Educational Quality Assessment were identified for 11th grade students. Analysis of the differences between male and female aspirations and expectations indicates that 47% of all male students and 52% of all female students desired occupations which require postsecondary formal education. Generally, eleventh grade students showed conventional and traditional male-female occupational desires. Males and females reported differences in type of job they expect to attain. The great majority believed they would achieve the occupational status they desired. The three strongest influences upon occupational choice were expected occupation, school achievement, and the type of community in which the student lived. Very few wished to enter their father's field. The desire to obtain a job which paid better and had higher educational requirements than the occupation of the father was significantly related to the student's EQA achievement and self-esteem scores. (BN)

ED 162 190 CG 012 934

*Rotter, Naomi G. O'Connell, Agnes N.*

**Are Sex-Role Orientation, Cognitive Style, and Tolerance for Ambiguity Related?**

Pub Date-Apr 78

Note-13p.; Paper presented at the Annual Convention of the Eastern Psychological Association (49th, Washington, D.C., March 29-April 1, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Adjustment (to Environment), *Ambiguity, *Androgyny, *Cognitive Style, College Students, Individual Psychology, Personality, *Psychological Characteristics, Research Projects, *Sex Role

The relationship between self-described sex roles and two measures of cognitive style (intolerance for ambiguity and level of abstractness-concreteness) were explored. Subjects were 87 male and 204 female college students. The Schroder and Streufert measure of cognitive style, the Budner Intolerance for Ambiguity Scale (1962), and the Bem Sex Role Inventory were utilized. Data were analyzed using two 2x4 analyses of variance. Independent variables were sex and sex role. Dependent variables were cognitive style and tolerance for ambiguity. Findings indicate the following: (1) androgynous and cross-sexed males and females are more tolerant of ambiguity than sex-typed individuals and cognitively more abstract than undifferentiated subjects; (2) cross-sexed subjects are more abstract than sex-typed; and (3) cognitive style and tolerance for ambiguity are better predictors of sex-role than is sex. (JLL)

ED 162 191 CG 012 935

*Hefner, Robert And Others*

**Sex-Role Transcendence as a Guide to Intervention in Educational Systems to End Sex Discrimination in Education. Revised.**

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 77
Contract-NIE-C-74-0144
Note-69p.
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-*Androgyny, *Developmental Stages, *Educational Development, Elementary Secondary Education, Higher Education, Human Development, Intervention, Models, Research Projects, *Sex Discrimination, *Sex Role, *Socialization

This study undertook the following tasks: (1) to review the social science literature on sex roles, sex role socialization and sex discrimination in education; (2) to develop a model that accounts for sex discrimination and indicates how to eliminate it; and (3) to design a program to test the model developed. The study made several assumptions. First, it took the point of view that most scientific work on these problems is fundamentally flawed because it is based on an empiricist and positivist conception of science, instead of a dialectical conception. Second, the model of sex-role transcendence which was employed implies that sex discrimination occurs because individuals and institutions are stuck at an intermediate and incomplete stage of sex-role development. (Author)

ED 162 192 CG 012 936

*Santrock, John W. Tracy, Russel L.*

**The Effects of Children's Family Structure Status on the Development of Stereotypes by Teachers.**

Pub Date- 76

Note-12p.; Best Copy Available

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Children, College Students, Developmental Psychology, *Divorce, *Family Structure, *Fatherless Family, Individual Characteristics, Perception, Personality, Research Projects, *Stereotypes, *Teacher Attitudes

The use of ratings of children by judges is pervasive in the area of father absence research. The interpretation of such ratings, though, is not always straightforward. The possibility that teacher ratings of children may indicate a stereotype on the part of teachers was investigated by showing 30 teachers a videotape that focused on the social interaction of an eight-year-old boy. Half of the teachers were given a background information sheet that indicated he was from a divorced home, while the other half were informed that he was from an intact home. The teachers were asked to view the videotape and then to rate the boy on a wide range of 11 personality traits (e.g., anxiety, social deviance, and happiness) and to predict what his behavior would be like in five different school situations (e.g., copes with stress, popularity). The Bonferroni multiple comparisons procedure indicated that the teachers rated the divorced'' child more negatively on three variables reflecting affective state or relations: Happiness, Emotional Adjustment, and Copes with Stress. (Author)

ED 162 193 CG 012 937

*Creamer, Don G., Ed.*
**New Dimensions in Career Development for Adults: Conference Proceedings.**
Pub Date-11 Feb 78
Note-143p.; Papers presented at the Annual Conference on Career Counseling and Vocational Education (7th, Richmond, Virginia, February 10-11, 1978)
**EDRS Price MF-$0.83 HC-$7.35 Plus Postage.**
Descriptors-*Adult Counseling, Adults, Adult Vocational Education, *Career Development, Conference Reports, *Continuous Learning, *Handicapped Students, *Minority Groups, Occupational Choice, Postsecondary Education, *Womens Education

The purpose of this conference was to focus attention on career development for adults. The meeting was based on the fact that mid-life career changes are now commonplace; re-evaluation of personal values regarding the fullness of life is no longer a strange phenomenon for anyone. The assumption was that people such as counselors, who purport to be able to facilitate change in others, must be challenged to learn new skills for working with adults. Topics addressed in this conference include: (1) life-long learning; (2) vocational education for women and handicapped; (3) adult counseling and leadership training; (4) career development for the mid-life adult and for handicapped adults; (5) community college response to adult career development needs; and (6) minority adulthood and career development. (Author/JLL)

ED 162 194 CG 012 940

*Petersilia, Joan And Others*

**Criminal Careers of Habitual Felons.**

Spons Agency-National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Wasbington, D.C.
Pub Date-Jul 78
Grant-75-NI-99-0095
Note-186p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C., 20402 (Stock no. 027-000-00696-5)
**EDRS Price MF-$0.83 HC-$10.03 Plus Postage.**
Descriptors-*Anti Social Behavior, *Behavior Development, Correctional Rehabilitation, *Criminals, Drug Addiction, Individual Characteristics, *Prisoners, *Recidivism, Research Projects

The criminal development of habitual felons was examined by means of lengthy interviews with 49 prison inmates, all armed robbers serving at least their second prison terms. Results are not considered generalized, but should be regarded as 49 case studies. Although some of the findings were consistent with traditional images (juvenile offender transformed into professional criminal), the dominant finding was diversity, both in offenders' personalities and in their conduct. A key conclusion is that many of the traditional assumptions about the development of habitual offenders need to be reconsidered and restudied. (Author/JLL)

ED 162 195 CG 012 941

*Hoeppner, Marie*
**Early Adolescent Childbearing: Some Further Notes.**
Pub Date-Feb 78
Note-33p.; For related document see CG 012 112
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Adolescents, Child Abuse, Contraception, *Health Programs, *Illegitimate Births, Literature Reviews, *Pregnant Students, *Sex Education, *Teenagers, *Unwed Mothers, Welfare Recipients

Current research on adolescent fertility indicates that illegitimacy is becoming concentrated in the teenage and even preteen years. Increasing sexual activity, lack of contraceptive information and techniques, and a desired pregnancy are possible explanations. Some of the problems faced by adolescent mothers include more complicated pregnancies, higher maternal mortality, interruption of both education and socialization processes and inability to cope with stressful situations. Because early adolescent childbearing foreshadows far-reaching social consequences three options are considered: (1) education programs to increase communication between parents and children; (2) more organized sex education and contraceptive programs, and (3) more information on adoption possibilities available to pregnant adolescents. (BN)

ED 162 196 CG 012 942

*Baney, Marjorie A.*

**The Role of Art and Science in the Training of Non-Professional Counselors.**

Pub Date-7 Apr 78
Note-12p.; Paper presented at the Annual Meeting of the American Association of Suicidology (11th, New Orleans, Louisiana, April 6-9, 1978); Best Copy Available
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Behavior Patterns, *Counselor Training, *Helping Relationship, *Mental Health Programs, *Nonprofessional Personnel, State of the Art Reviews, *Volunteer Training

The training program is one of the most important and least standardized programatic units. It is important to keep in mind that various volunteers cannot be mass produced into professional social workers, psychologists or counselors by six-, eight- or 10-week courses. It is essential that the trainer integrate the key concepts presented and discussed because the trainees must learn first that counseling is not wholly an art or a science, but that it is a sequence of events a process. Secondly, helpers must learn that helping is a process by which forces in the client are released enabling them to deal more effectively with their lives. This process is scientific because human behavior has predictable patterns, and artistic because it uses intuition in selection of techniques to fit client needs. At the same time agencies must consider the role of art and science in the process of helping in order to define the desired programatic level of services. (Author/BN)

ED 162 197 CG 012 943

*Sternberg, Daniel Del Porto, Delbert*
**The Use of Stress-Management Training for Obese Women.**

Pub Date- 78
Note-8p.
Available from-American Community Services, Inc., 1568 South 1100 East, Salt Lake City, Utah, 84105, $.50
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Assertiveness, *Behavior Change, *Body Weight, Employment Problems, *Females, Group Dynamics, *Interpersonal Problems, Mental Health, Psychological Patterns, Research Projects, *Self Concept, *Stress Variables, Training
Identifiers-*Obesity

Stress management training contributes to weight loss, maintenance of weight loss and improved social and occupational functioning in obese women. Data from the Beck Depression Inventory and the Assertiveness Questionnaire indicate that obese persons have poor self-concepts which result in depression which is inversely related to assertiveness. Stress management training can teach positive coping skills of relaxation and assertiveness, decreased depression and improved self-concept. These improvements result in better social and occupational functioning as well as continued loss of weight. One additional result was that five of the women continued to meet on their own, providing a ``support group'' for each other. (BN)

ED 162 198 CG 012 944

**The Psychological Effects of Mobile Home Living Upon a Selected Group of Wheelchair College Students.**

Spons Agency-Department of Housing and Urban Development, Washington, D.C.
Pub Date- 76
Grant-H-2110R
Note-25p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*College Students, *Daily Living Skills, *Handicapped Students, Higher Education, *Mental Health, *Physically Handicapped, Psychological Studies, Research Projects, *Self Concept

The physical barriers in mobile homes were removed, and modifications made, to accommodate wheelchair students. These selected students were tested to determine psychological factors which might be important in mobile home living. The results of personal interviews, psychological tests and personal observation indicated that the physical surroundings and physical adjustment go hand in hand with psychological adjustment. The nature and range of personal problems decreased as a result of mobile home living for the students (N 10) in the study. The direction of the study was such that all students felt very strongly that they profited from the experience in independent living. There were more people visiting them in the mobile home than in the dormitory, while the effect on grades was mixed. Overall, the participants rated the experiment a success. (Author/BN)

ED 162 199 CG 012 945

*Epstein, Cynthia Fuchs*

**Ambiguity as Social Control: The Salience of Sex-Status in Professional Settings.**

Pub Date-19 Apr 78
Note-26p.; Paper presented at the Annual Convention of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Ambiguity, Beliefs, *Culture Conflict, *Discriminatory Attitudes (Social), *Feminism, Informal Organization, Professional Training, *Sex Discrimination, Sex Stereotypes, *Social Status, State of the Art Reviews, *Values

Contradictions in belief and ambiguities rooted in culture cause confusion without many being aware of its sources. The resulting strain is unevenly distributed. The problems women face are complex and have roots in the conflicting views of women's worth, woman's place as well as the time overloads of role demands and the conflict in the priority system. The maintenance of ambivalence, of cross-pressures, the double binding of women, the manipulation of rewards and punishments all create a system of social control which has served to undermine women's equal participation in society. Women are not only not rewarded but also not punished in their professional lives the same way that men are. It is only by keeping alert to the hidden agendas and to the sabotage in both macro- and micro-interactions that women can do their job of work without having to figure their way out of mazes. (BN)

ED 162 200 CG 012 946

*Feshbach, Norma Deitch Hoffman, Michael Arthur*

**Sex Differences in Children's Reports of Emotion-Arousing Situations.**

Pub Date-22 Apr 78

Note-22p.; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Children, *Developmental Stages, *Emotional Experience, Empathy, *Interpersonal Relationship, Personal Growth, *Racial Differences, Research Projects, *Response Mode, *Sex Differences

Elementary school boys and girls are highly similar with regards to the events they describe as emotionally arousing fear, sadness, anger, happiness, and pride. One hundred and sixty (160) White, Black, Chicano, and Asian-American boys and girls from kindergarten, second, third, fourth, and sixth grades freely described the situation that most strongly aroused each of these five emotions. Verbatim responses about situations were categorized in a specially devised coding system along four major dimensions: initiating agent, the social context, the personal resources gained or lost, and the specific need threatened or satisfied in the emotion arousing event. Although significant developmental and inter-emotional differences were found, only limited sex differences were obtained. In general, girls more than boys experienced critical emotional experiences in family and social contexts, while boys were more self-oriented, manifesting greater preoccupations with possessions, competence, and autonomy. These limited sex differences, found within a wider context of similarity, were interpreted in the context of Bakan's communal/agency distinction. Each emotion studied reflected different configurations among the four dimensions analyzed, suggesting unique developmental patterns of emergence for the separate emotions. (Author)

ED 162 201 CG 012 947

*Atkins, Cyd And Others*
**The Stereotype and Recognition of Female Athletes.**
Pub Date- 77
Note-11p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Athletes, *Females, *Interpersonal Attraction, Rating Scales, Research Projects, *Sex Differences, *Sex Stereotypes, *Social Attitudes

The stereotype of women athletes in college is predominantly positive rather than negative. In one study, female athletes were seen to be strong, strong-willed, leaders, brave and healthy. In the second study, women were judged to be significantly more attractive when the interviewer was male, and males gave significantly higher ratings than females. There were no significant differences between the attractiveness ratings of athletes and non-athletes. In the third study, male and female subjects selected the athlete from a row of pictures significantly more often than chance would indicate. The date indicate that the woman who participates in athletics is recognizable but that she is considered no less attractive by nature of her being an athlete. (BN)

*Moore, Kristin A. Caldwell, Steven B.*

**Out-of-Wedlock Pregnancy and Childbearing.**

Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-Sep 76
Grant-014B-7502-P2021
Note-229p.; Best Copy Available
**EDRS Price MF-$0.83 HC-$12.71 Plus Postage.**
Descriptors-Abortions, *Birth Rate, Contraception, *Illegitimate Births, Research Projects, *Sex Education, *Teenagers, *Unwed Mothers, Welfare Recipients, *Young Adults

Out-of-wedlock birth rates have not fallen much at all among teenagers. New analyses of existing data sets indicate that becoming an out-of-wedlock parent is a process with three stages: commencement of sexual activity; conception among the sexually active; and pregnancy outcome among those who conceive. Public policy variables such as AFDC benefits, family planning services and abortion availability did not increase the likelihood of sexual intercourse. Teenagers were found likely to make the transition as they become older, if their fathers were poorly educated; if (among non-blacks) they lived on the Pacific Coast; if they were black; and if they were from a more recent birth cohort or a non-intact family. The examination of data regarding pregnancy among the group who were sexually experienced indicated that AFDC benefits did not serve as an economic incentive to childbearing outside of marriage. On the other hand, the impact of liberal family planning and abortion policies is cited in reducing the incidence of out-of-wedlock childbearing. (BN)

ED 162 203 CG 012 949

*Martin, John A.*

**Mother-Infant Interaction: A New Approach.**

Pub Date-22 Apr 78

Note-10p.; Paper presented at the Annual Convention of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Behavior Change, *Infant Behavior, Infants, *Interpersonal Relationship, Mathematical Models, *Mothers, Research Projects, *Sex Differences

The interactions of 10-month-old infants and their mothers were observed using mathematical models of interaction which state that the child's behavior depends on recent characteristics of mother's behavior, and that the mother's behavior depends on recent characteristics of the child's. Therefore, changes in the intensity of the behavior of one cause changes in the intensity of behavior of the other. There were no differences between boys and girls in the extent to which they were influenced by their mothers, nor were there any differences between mothers of girls and mothers of boys in the extent to which they were influenced by their infants. In general, infants were significantly more often in control of the interactions. Boys were found to be significantly more insistent than girls. Boys who were insistent at 10 months had close physical relationships with their mothers at 22 months. Girls who were insistent had distant physical relationships with their mothers one year later. (BN)

ED 162 204 CG 012 950

**Suicide and Attempted Suicide in Young People. Report on a Conference.**
Spons Agency-World Health Organization, Geneva (Switzerland).
Pub Date-23 Aug 74
Note-97p.; For related documents see CG 012 951-953 ; Parts may not reproduce well due to small type
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-Alcoholism, Conference Reports, *Crisis Therapy, Foreign Countries, Information Networks, Intervention, *Mental Health, Prevention, *Psychopathology, Public Health, Socially Deviant Behavior, *Suicide, World Problems, *Young Adults, *Youth
Identifiers-*World Health Organization

Suicide and attempted suicide are problems which continue to occupy the world-wide attention of both health service administrators and research workers. National statistics of completed suicides have shown an increase in rates among people aged 15-24 years and even among children below the age of 15. Conference discussions were based on working papers relevant to four main WHO categories: community mental health services; mental health of children and young people; alcoholism and drug dependence; professional education and training. The topics specifically included are: (1) Modern Trends; (2) Psychopathology; (3) Social and Cultural Aspects; (4) Risk Factors; (5) Prevention and Intervention; (6) Suicide Prevention Services (and their evaluation); (7) Information Systems; (8) Research; and (9) Training and Education of Suicide Prevention Workers. (BN)

**Youth Advisory Services. Report on a Working Group.**

Spons Agency-World Health Organization, Geneva (Switzerland).
Pub Date-16 May 75
Note-45p.; For related documents see CG 012 950-953
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Adolescents, *Advisory Committees, Community Information Services, Conference Reports, Counseling, Foreign Countries, Health Services, *International Organizations, *Mental Health Programs, *Youth Agencies
Identifiers-*World Health Organization

The problems of youth have in the past attracted considerable concern. The long-term program of the European office of the World Health Organization includes a whole range of activities in this field. The Working Group was convened to review the activities, organization and staffing of youth advisory services. Their report recommends that these services, although initially focused on special problems, should increase and broaden their objectives in terms of primary prevention, and develop other forms of community, vocational, social, recreational and self-help programs. Financing from government bodies should not be used as a policy-determining factor. Evaluation of youth advisory services should be done by outside experts taking into consideration the experience and opinions of consumers and staff. (BN)

ED 162 206 CG 012 952

*Shore, M. F. And Others*

**Patterns of Youth Advisory Services. Report on a Study.**

Spons Agency-World Health Organization, Geneva (Switzerland).

Pub Date-77

Note-53p.; For related documents see CG 012 950-953

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-*Adolescents, Delivery Systems, Foreign Countries, *Health Programs, *International Organizations, International Studies, *Mental Health Programs, Research Projects, *Youth Programs

Identifiers-*World Health Organization

The facilities provided by youth advisory services are not really original, because services existing before 1970 already provided most of the facilities and utilized the same methods. The innovation of the services exists more in the way they approach young people. The effect of the services has been to increase the number of assistance posts in areas of social turmoil, thereby making it easier to carry out on-the-spot tracing and diagnosis of behavioral disturbances or social handicaps. The originality of this approach has been in a breaking down of hierarchical structures which is not in line with the sectoral concept of mental health services, but which brings assistance, reception and treatment networks to areas not properly covered. Scientific evaluation of the preventive work by the wide range of youth advisory services seems to face the same continuing problem encountered in all preventative research. The basic problem exists in defining the very notion of success, because that definition requires that the chief criteria be separated out from a multitude of variables. Attendance figures still convey an idea of the success of the services. There is nothing to show that long-lasting institutions interest the young. (BN)

ED 162 207 CG 012 953

**Problems of Children of School Age (14-18 years). Report on a Working Group.**

Spons Agency-World Health Organization, Geneva (Switzerland).
Pub Date-10 Jun 77
Note-50p.; For related documents see CG 012 950-953; Page 50 may be marginally legible
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Accidents, *Adolescents, Foreign Countries, Health Services, International Organizations, *Social Services, State of the Art Reviews, *Suicide, *Youth Problems
Identifiers-*World Health Organization

While there were wide differences between countries, all areas were taken into account to obtain a balanced view because every country has young people who are disadvantaged in one way or another. The problems of young people were identified as accidents, malnutrition, pregnancy, substance abuse and suicide. These problems were being approached by schools, health services, and social service agencies. Less traditional health and social programs are a vitally important component of services for teenagers. Irrespective of their structure, all health services for adolescents need to include a fully developed primary health care program. This should acknowledge the increasing part to be played by self-care and peer care; non-traditional as well as traditional approaches to provision of services; and the development of health care providers who are specialists in adolescent problems. (BN)

ED 162 208 CG 012 957

*Nutter, Barbara P.*

**BLOCK PROGRAM: Student Involvement in Improvement of Instruction.**

Pub Date-77

Note-9p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-College Students, *Educational Assessment, *Evaluation Methods, Faculty Development, Higher Education, Program Descriptions, *Social Studies, *Student Teaching, *Teacher Education, Teacher Evaluation, Teaching Experience

This program combines five distinct parts of the teacher training program into a unified experience for undergraduate social studies students. It offers some unique opportunities for ongoing involvement of university students in the improvement of their own instruction. Three academic courses in conjunction with an optional reading methods course are linked with a field practicum, and this constitutes the block program. The evaluation process consists of three kinds of strategies: (1) counseling and feedback, (2) group rating instruments; and (3) written focused projects. Ongoing counseling in individual conferences raises instructional concerns and determines career goals. Specific areas of concern are readily detected and clarified. Total group evaluation of the block program occurs at the end of the term. Written evaluations include a self-rating list of student competencies, anonymous weekly ratings of faculty, and projects by students as well as oral and written feedback. Ongoing problems are identified and dealt with. (KA)

ED 162 209 CG 012 958

*Frieze, Irene Hanson And Others*

**Causal Attributions for Women and Men and Sports Participation.**

Pub Date-76

Note-24p.; Paper presented at the Annual Convention of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Athletes, Athletics, *Attribution Theory, Beliefs, *Motivation, Participation, Perception, *Psychological Characteristics, Research Projects, Self Concept, *Sex Differences, Sportsmanship, Undergraduate Students

Examined were causal attributions for women and men and sports participation. In accord with previous academic research, athletes of both sexes were expected to attribute successes more to their abilities and efforts and failures to lack of effort, as compared to a group of non-athletes. Also examined was the differential use of team and individual attributions by males and females. Male college athletes (N 50) and female college athletes (N 33) were administered an attribution questionnaire. Male (N 37) and female (N 17) psychology students served as the control. Results analyzed with a t-test and analysis of variance indicated that the majority of attributions were team attributions; athlete attributions were unstable with great use of effort and mood attributions; female athletes tended to attribute their outcomes differently from male athletes; college athletes tended to be more loyal to their teams than non-athletes; and sex differences in attributional patterns tended to override the factor of being an athlete. Results suggested that college athletes do not have strong differences from other college students in the way they view sports; rather, the major differences are between men and women. (KA)

ED 162 210 CG 012 959

*Topacio, Cayan And Others*

**Organizing the Asian Community: A Case Study.**

Pub Date-78

Note-8p.; Paper presented at the Annual Convention of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Asian Americans, Case Studies, *Community Coordination, Community Planning, *Cultural Isolation, Minority Groups, Social Isolation, Social Problems, Social Services, *Sociocultural Patterns

Community organization is a method of social intervention in which individuals, groups, and agencies plan actions which are intended to alleviate social problems. It is concerned with the education, development, and/or change of social institutions. This approach involves two processes: community planning and coordination. The general nature and historical role of organization in the Asian American community and group processes currently in effect in a specific Asian American community are examined. A review of three Asian American groups provides a sense of the psychological and social commonalities among them as described by various historians, writers, and scholars. One organization is described whose goal was to eliminate the cultural, social, economic, and educational barriers faced by Asian Americans, in addition to promoting the integrity and dignity of the Asian American experience. (KA)

*Alpert, Judith L. And Others*

**Utilization of Groups in Training for School Consultation.**

Pub Date-78
Note-13p.; Best Copy Available
Available from-Judith L. Alpert, 926 Shimkin Hall, New York University, New York, New York 10003
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Consultation Programs, Educational Programs, Group Dynamics, Grouping (Instructional Purposes), Mental Health Programs, Professional Training, Program Descriptions, Psychological Services, *School Psychologists, *Supervisory Training, *Training Techniques

Training psychologists for school consultation is relatively new. Most training programs do not include systematic training in consultation, and consultation has been identified by school psychologists as the area in which they consider their training most deficient. In light of the inadequacy of school consultation training and the sparsity of research on the effects of training procedures, declarations of training guidelines are not indicated. Training for school consultation is in a pioneer stage, and it appears to be time for sharing of training experiences. The purpose of this paper is to describe the utilization of groups in a school consultation training course and to consider some problems and issues raised by the utilization of groups. To place this description in perspective, what precedes the discussion on groups is a brief consideration of (1) consultation as a mental health service to schools; (2) assumptions underlying utilization of groups; and (3) the course in school consultation. (Author)

ED 162 212 CG 012 961

*Rothblum, Esther D. Snoek, J. D.*

**Family Affection and Control in Relation to Adolescent Self-Disclosure.**

Pub Date-Mar 78

Note-9p.; Paper presented at the Annual Convention of the Eastern Psychological Association (49th, Washington, D.C., March 29-April 1, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Affection, *Child Rearing, *Disclosure, Family Relationship, Family Structure, *Individual Development, Individual Differences, Parent Attitudes, *Parent Child Relationship, Research Projects, *Self Expression

Examined was the way in which self-disclosure develops, focusing upon the family structure and communication system. It was hypothesized that affection in the family would affect the amount of self-disclosure of subjects to parents and people outside the family, and that there would be a curvilinear relationship between the degree of parental control and self-disclosure, with families in which parents and adolescents make decisions together (democratic) more conducive to self-disclosure than families in which decisions are made by parents alone (autocratic) or adolescents alone (permissive). Subjects were recruited from two groups: 13 male and 44 female high school students and 41 college students participated in the study. Subjects were interviewed individually using a modified Jourard Self-Disclosure Questionnaire and a Likert format questionnaire. Results revealed that parental affection significantly affected self-disclosure, and that degree of participation in the family has an important effect upon self-disclosure. It was suggested that self-disclosure be placed in a developmental framework, and that the structure and child rearing practices of the family definitely influence self-disclosure by providing a model for interpersonal relationships. (Author/KA)

ED 162 213 CG 012 962

*Lipsitt, Paul D. Lelos, David*

**A Family Oriented Alternative to Pre-Trial Detention of Juveniles.**

Pub Date-30 Mar 78

Note-17p.; Paper presented at the Annual Convention of the Eastern Psychological Association (49th, Washington, D.C., March 29-April 1, 1978); Not available in hard copy due to marginal legibility

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Community Services, *Delinquency Causes, *Delinquents, Family (Sociological Unit), *Family Characteristics, Family Environment, *Juvenile Courts, Program Descriptions, *Recidivism, Socially Deviant Behavior

This paper describes an outreach support system for children charged with offense who were at risk of detention between the time of arraignment and the time of hearing. Called the Detention Avoidance Program, it features a link betwen the court and the juvenile and his family, employing crisis intervention techniques to maintain the child in the community. The study analyzes the differences in family background and family interaction patterns between the recividists and non-recividists in the Program. The pattern of variables that distinguished the recidivist-prone offender from the not-yet recidivist suggested that these individuals manifested greater emotional disturbance, characterized especially by impulse disorders; in addition, they had greater educational handicaps as characterized by non-attendance, poor performance, and early school drop-out rates. The current educational deficits also presage subsequent occupational difficulties. (Author)

ED 162 214 CG 012 963

*Miller, William B. Hutchins, David E.*

**Group Interaction as a Vehicle to Facilitate Faculty-Student Advisement.**

Pub Date-5 Apr 78

Note-12p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*College Freshmen, College Programs, *Educational Counseling, Educational Programs, *Faculty Advisors, *Group Dynamics, Group Experience, Higher Education, Research Projects, *Student College Relationship, *Student Personnel Work, Student Teacher Relationship, Training

This article described an experiment using group procedures as a means of training faculty members and student peer-helpers to conduct student advisement in a college setting with entering freshmen. Results suggested that the group process can assist in overcoming certain limitations of more traditional faculty-student advisement activities by expanding the range of topics and concerns dealt with, utilizing the group process as a partial substitute for professional counseling services, and providing a basic reference group in which students can share ideas, feelings and concerns before they become crises. Group advisement procedures were used as a method of integrating the student personnel and academic functions of the college for the overall benefit of student, faculty, and student personnel administrators. (Author)

*Hughes, Honore*

**Behavior Change in Children at a Therapeutic Summer Camp as a Function of Feedback, Individual Versus Group Contingencies, and Subject Characteristics.**

Pub Date-78
Note-35p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Behavior Change, Behavior Patterns, Behavior Problems, Change Strategies, *Children, *Contingency Management, *Feedback, *Individual Differences, Reinforcement, Research Projects, *Therapeutic Environment

Two contingency systems, individual and group, were evaluated for their effects on children's behavior during small group meetings. A group of 48 children, ages 8-14, attended a seven-week residential camp program operated on a token economy system. Ratings of the campers' behavior were made by the counselors on a five-point rating scale at the conclusion of the daily meetings. Each camper received both contingency programs, in counterbalanced order. Data were gathered during baseline, two feedback and two treatment phases. An analysis of variance for repeated measures was performed on the mean weekly camper scores. Both systems were eqully effective in significantly increasing the amount of desirable behavior, and there was no effect on behavior due to feedback alone. The importance of subject characteristics for the group contingency system was verified. The results are discussed in terms of advantages and disadvantages of each type of contingency system, and recommendations are made regarding the appropriate use of each type of system with specified populations and settings. (Author)

ED 162 216 CG 012 065

*Gordon, Virginia And Others*

**A Comprehensive Program of Academic Advising and Career Development for University Freshmen.**

Pub Date-23 Mar 78

Note-16p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Washington, D.C., March 19-23, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-College Freshmen, *Educational Counseling, Educational Programs, Faculty Advisors, Higher Education, Models, Program Descriptions, *Student College Relationship, *Student Personnel Work, *Vocational Counseling

This paper offers an overview of a comprehensive program for the educational and vocational counseling of university freshmen. The program, now in operation in University College, The Ohio State University, has evolved out of a need to provide quality services to great numbers of students. Effective methods have been developed to assist students through initial developmental stages of their college experience. Any part of this program is adaptable for use in a college or university of any size. Integrated services included in this model are: pre-entry counseling; a first quarter orientation and adjustment course for credit; individual academic advisement; aids for helping students in academic difficulty; career counseling; placement awareness; and a community based freshman field experience course and career information program. Also included are methods for interfacing with faculty and degree units, a training program and credit course for academic advisers, and an organizational model for delivering these services. (Author)

ED 162 217 CG 012 966

*Raymond, Janice*

**Transsexualism: An Issue of Sex-Role Stereotyping.**

Pub Date-Feb 78
Note-11p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Science (February, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Ethics, Feminism, *Integrity, Moral Values, *Self Concept, Sex Differences, *Sex Discrimination, *Sex Stereotypes, *Sexuality, State of the Art Reviews
Identifiers-*Transsexuals

Transsexualism offers a unique perspective on gender identity, sex-role stereotyping, and sex differences in a patriarchal society. It is also an important medical ethical issue which raises questions of bodily mutilation and integrity, nature versus technology, medical research priorities, unnecessary surgery, and the medical model, as well as definitions of maleness and femaleness. It is suggested that transsexualism is primarily caused by the rigid sex-role stereotypes that a sexist society generates, and is therefore symptomatic of something that is wrong on a deeper level. The role of gender identity clinics and the medical establishment in fostering and reinforcing stereotyped behavior is explored, and it is suggested that a benevolent form of behavior control and modification is occurring. Directions for change in treatment are outlined, including greater concern for the integrity of both the individual and society, and counseling which incorporates elements of consciousness-raising.'' (KA)

ED 162 218 CG 012 969

*Beck, Kenneth H. Davis, Clive M.*

**The Effect of Positive and Negative Affect-Arousing Communications Upon Beliefs, Attitudes, Intentions, and Behaviors.**

Pub Date-Mar 78

Note-14p.; Paper presented at the Annual Convention of the Eastern Psychological Association (49th, Washington, D.C., March 29-April 1, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Behavior Change, *Changing Attitudes, Communication (Thought Transfer), *Emotional Response, *Fear, *Prediction, Research Projects, *Smoking

An experiment was performed to test two hypotheses. One was that there would be a curvilinear relationship between increased degrees of a negative communication and persuasion, and the other was that there would be a positive and linear relationship between a positive communication and persuasion. College undergraduate smokers and nonsmokers were given false physiological feedback in order to manipulate their perceptions of different types of arousal (positive, negative, and control) and varying degrees of arousal (low, moderate, high, and control). The results showed that perceptions of negative arousal were related to belief acceptance and attitudes, while positive arousal were related to behavioral intentions. The results also demonstrated support for Fishbein and Ajzen's (1975) theory in that beliefs predicted attitudes, while attitudes predicted intentions. However, subjective norms also predicted attitudes and both attitudes and intentions predicted behaviors. The results not only demonstrate the importance of distinguishing between beliefs, attitudes, intentions, and behaviors when assessing the effects of persuasive communications, but also show the importance of distinguishing between communications differing in type of emotional impact (positive or negative). (Author)

ED 162 219 CG 012 970

*Hochstadt, Neil J. Trybula, John, Jr.*
**Reducing Failed Initial Appointments in a Community Mental Health Center.**
Pub Date-5 May 78
Note-19p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (50th, Chicago, Illinois, May 4-6, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Failure Factors, *Helping Relationship, *Intervention, *Mental Health Clinics, *Office Management, Research Projects, Research Utilization, *Staff Utilization

Urban Community Mental Health Centers (CMHC's) are faced with large case loads and long waiting lists. Clients failing the initial appointment represent a significant loss of staff time and resources to CMHC's. Despite the high rate of failed initial appointments reported, no studies have looked at means of reducing the failure rate. In the current study 88 subjects were assigned to one of four intervention groups. Group A received a letter three days prior to initial appointment; group B received a telephone call three days prior to initial appointment; group C received a telephone call one day prior to initial appointment; group D was a control. The content of the telephone call and letter were identical. Subjects were reminded of date and time of appointment and name of worker. The results showed a significant reduction in the rate of failed initial appointments. In Group C, 91% of subjects kept the initial appointments; in both Groups A and B, 68% kept their initial appointments. Only 45% of the control group kept their appointments. The effectiveness of these intervention techniques in reducing the failure rate, and thereby enhancing the resources of CMHC's , was discussed. Possible explanations for differences in the effectiveness of the three intervention techniques, as well as age, sex and SES variables, were explored. (Author)

ED 162 220                                                CG 012 971

*Thompson, Louise, Ed.*

**For Women and for Men: Sex Equality in Counselor Education and Supervision.**

Spons Agency-Association for Counselor Education and Supervision, Washington, D. C.

Pub Date-78

Note-98p.

**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**

Descriptors-*Attitudes, Communication (Thought Transfer), *Counselor Training, *Equal Opportunities (Jobs), Guides, *Human Relations Programs, *Occupational Guidance, *Sex Stereotypes, Workshops

This how-to handbook describes a two-day, one-day and two-hour program suitable for use in a counselor education curriculum. Materials include introductory exercises, pre- and post-test instruments, communication activities, lectures and evaluation sheets. The focus of the project is to raise the consciousness of professionals in regard to sex equality. (BN)

ED 162 221 CG 012 972

*Larsen, Knud S.*

**Social Categorization and Common Fate: An Approach to Attitude Change.**

Pub Date-Apr 78

Note-18p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Behavior Change, *Changing Attitudes, *Cultural Awareness, *Ethnicity, Foreign Countries, *Group Dynamics, Interaction Process Analysis, Racial Attitudes, Research Projects, *Social Integration

Identifiers-*Australia

Social categorization theory contains significant inferences for human communication research. The effect of common fate by subject inclusion in convergent or divergent experimental categories was ascertained by manipulation with Australian students who evaluated bogus Aboriginal art. Whereas previous research shows that social categorization produces negative attitudes and behavior, the current study showed that common fate produced positive attitude change. Consequently, the social categorization process can work both ways. Conclusions discuss the generic nature of group categorization. (Author)

ED 162 222 CG 012 975

**Project: Parenting Resources Implementation Model (PRIMO). Final Report.**
Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-NIE-G-78-0108
Note-261p.; For related document see CG 012 976
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Child Rearing, *Community Programs, *Educational Assessment, Family (Sociological Unit), Family Relationship, *Instructional Materials, Parent Child Relationship, *Parent Education, Parents, Pilot Projects, *Program Development, *Program Effectiveness, Technical Assistance

A set of strategies is presented which can provide local communities and programs with methods of enhancing their parent education activities. Staff members, realizing that effective parent education programs could not be limited solely to short-term activities and/or providing parents with a variety of materials, made attempts to increase parent program effectiveness through the provision of technical assistance. Specific activities were designed to: (1) further staff expertise in providing training and technical assistance to parent education providers; (2) keep current and expand the parenting materials information base; (3) implement and evaluate a strategy for the use of materials; and (4) monitor the use of materials in selected replication sites. Implications of the project and recommendations for further implementation of the program are included. (KA)

ED 162 223 CG 012 976

**Project: Family and Community Studies (FACS). Final Report.**

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-NIE-G-78-0108
Note-294p.; For related document see CG 012 975
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Community Programs, *Family Life Education, Parent Child Relationship, *Parent Education, Pilot Projects, *Program Development, *Program Planning

The parenting and education functions of families, in the context of their homes and communities, are explored. The literature on parent education is reviewed, and a preliminary survey of a number of ongoing parent education programs is conducted. The tasks undertaken were designed to provide a solid theoretical and empirical foundation for carrying out proposed research, development and service goals. Ongoing goals and objectives for the project are outlined, and specific instruments utilized during the study are included. It is hoped that this project will build a base of information that would be valuable in the development of programs for parents, caretakers, school and community personnel. (KA)

ED 162 224 CG 012 977

*Rupert, Dorothy*
**Colorado Guidance and Counseling Handbook for School Counselors.**
Colorado State Dept. of Education, Denver.
Pub Date-78
Note-95p.
**EDRS Price MF-$0.83 HC-$4.07 Plus Postage.**
Descriptors-Administrator Responsibility, *Counseling Programs, Developmental Guidance, Elementary Secondary Education, Guidance Objectives, *Guidance Services, Guides, *Program Development, *Program Evaluation
Identifiers-*Colorado

This handbook is designed to stimulate thought about guidance programs, and to assist Colorado counselors, teachers and administrators in fulfilling their guidance responsibilities to the public. A brief history and the philosophical bases of guidance and counseling are presented, as well as a description of professional counselor organizations and significant trends and issues. The elements of school guidance and counseling programs at the elementary, middle, and senior high school levels are outlined, with particular focus upon goals and objectives at each level. Considerable emphasis is placed upon program development, including such activities as counselor involvement in career and life planning, peer counseling programs, counselor as consultant, and guidance paraprofessional. Program evaluation is

stressed, and possible methodology included. This handbook can serve as a reference and guideline for counselors, other school personnel, and community people as they work together to meet student needs. (KA)

*Oser, Fritz*
**Cognitive Stages of Interaction in Moral Discourse.**
Pub Date- 76
Note-5p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Cluster Grouping, Cognitive Development, *Developmental Stages, *Group Dynamics, Group Structure, *Interaction Process Analysis, *Maturation, *Moral Development, *Problem Solving, Research Projects, Thought Processes

This study examined the issue of how groups of students attempting to solve problems can be taught to consider moral aspects of the problem at a mature level. Classes in Swiss cantons (N 42) were given one of three different moral problems. Each class was divided into eight groups. The three treatments were: (1) provision of additional background information on the problem; (2) provision of moral rules which could be applied in solving the problem; and (3) provision of strategies for solving the problem in a compact manner. Dependent measures were measures of the stages of cognitive interaction of the groups and measures of the degree of compactness of the group. A shift toward a higher interaction stage through the first and second treatments, and toward higher compactness through the third treatment, were hypothesized. Results indicated that in a moral conflict, the answer was always given through solution propositions, but that the process of justifying and evaluating solution propositions was more or less complex and proceeded differently in different interaction stages. (KA)

ED 162 226 CG 012 979

*Garlock, Victor P.*
**Mental Health as a Goal of Education.**
Pub Date- 77
Note-16p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Conformity, *Educational Objectives, *Educational Philosophy, *Mental Health, Mental Illness, *Psychiatry, State of the Art Reviews

The rendering of the concept of rationality is crucial to the understanding of the implications of including mental health as an educational goal. If there is a positive, universal definition of rationality, which can be applied to everyday situations, then the teaching of rationality and thereby the improvement of mental health should be undertaken in the school. Those who assume this universal definition advocate inclusion of mental health as an educational aim; those in doubt about the universality of rationality criteria oppose the use of mental health concepts in school. Two distinct bodies of literature exist which bear on the question of this universality. A possible conclusion is that if there are no early applicable criteria of rationality, education for mental health reduces to education for conformity. (KA)

ED 162 227 CG 012 980

*Benswanger, Ellen G. And Others*

**The Development of a Collaborative Project Between Urban and Rural Mental Health Professionals.**

Spons Agency-Appalachian Regional Commission, Washington, D.C.
Pub Date-31 Mar 78
Grant-A4264646-B
Note-12p.; Paper presented at the Annual Convention of the Eastern Psychological Association (49th, Washington, D.C., March 29-April 1, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Child Development Specialists, Community Health Services, Consultants, Educational Programs, Interprofessional Relationship, *Mental Health Programs, Professional Services, Program Descriptions, *Psychiatric Services, *Rural Clinics
Identifiers-*Appalachia

This paper describes a project which is attempting to strengthen existing mental health programs and develop new forms of support for rural children, since current programs are limited by a scarcity of funds, trained personnel, and supportive services. The setting of the project is a three-county area in Southwestern Pennsylvania which has been designated as undersaved'' in respect to health and mental health facilities. The paper describes the collaborative efforts of mental health professionls from a large urban university and a network of rural human service agencies, through which consultative and educational services as well as program development and evaluation are being provided. An important aspect of the work is to train Child Development Specialists who live and work in the three-county area. The paper describes the orientation, training, and professional responsibilities of these Developmental Specialists and documents the evolution of this new professional role. The activities initiated by the Developmental Specialists and the progress made in implementing this project can serve as a model for the creation of similar projects involving collaborative endeavors between mental health professionals from urban and rural areas. (Author)

*Feshbach, Norma Deitch Campbell, Michael*

**Teacher Stress and Disciplinary Practices in Schools: A Preliminary Report.**

Pub Date-28 Mar 78
Note-17p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (55th, San Francisco, California, March 27-31, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Adjustment (to Environment), Classroom Environment, *Corporal Punishment, *Discipline, *Punishment, Research Projects, *Stress Variables, Student Teacher Relationship, *Student Teaching, *Teacher Attitudes, Teaching Experience

The identification of teachers' subjective reports of stressors was investigated. Stress was defined as the teacher's subjective reception of demands from the environment. Teachers (N 53) were asked to list sources of stress and to respond to a questionnaire assessing teacher attitudes on corporal punishment and the stressful nature of teaching. Findings revealed that the most frequent sources of stress for teacher practitioners were interactions with children, problems with time, interactions with the administration, interaction with parents and inadequate resources and materials, whereas sources of stress for student teachers were concerns over teaching competence and performance, and children's behavior and discipline. Responses to the questionnaire revealed a significant difference betwen practicing and student teachers about corporal punishment, with student teachers opposing it and practicing teachers favoring its use. Recommendations for reducing and/or dealing with stress were presented, with the suggestions stemming from a human services, psychological approach to elimination of corporal punishment in schools. (KA)

ED 162 229 CG 012 983

*Moritsugu, John And Others*

**Eurasians: A Pilot Study.**

Pub Date-78

Note-9p.; Paper presented at the Annual Meeting of the Western Psychological Association (58th, San Francisco, California, April 19-22, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Asian Americans, *Cultural Differences, Cultural Factors, *Culture Conflict, *Ethnicity, *Identification (Psychological), Intergroup Relations, *Intermarriage, Minority Groups, Pilot Projects, Social Attitudes, Social Differences, *Social Influences, Sociocultural Patterns

Increasing rates of out-marriages among the Asian communities indicate the Asian-American's acceptance by the dominant American culture while posing a potential social problem for their children. Given two divergent cultures the children face conflicts over cultural values accepted and cultural communities embraced. Some of these possible conflicts are examined. Twenty-nine college age males and females of Eurasian extraction were interviewed and given Gough's (1952) Adjective Check List. They were found to identify more often as Caucasians than Asians. This identification, however, was influenced by the ethnicity of the neighborhood in which they were raised. A large proportion of Eurasians did not see themselves as a part of the neighborhood's majority culture. This feeling of minority status may partly explain the Eurasian's description of themselves as being sensitive, cautious, dependable, and honest. Also of interest were attitudes towards interracial marriages. While Asian-Caucasian marriages were approved of in general, the Asian female-Caucasian male pairing was more desirable than was the Asian male-Caucasian female pairing. These findings reflect some of the Eurasian's internal conflicts. Areas of concern include identity, self concept, sense of belonging, and social attitudes. (Author)

ED 162 230 CG 012 984

*Surlin, Stuart H.*

**Differences in Socially Responsible Behavior By Male and Female Advertising Executives.**

Spons Agency-Georgia Univ., Athens.
Pub Date-Mar 77
Note-12p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Authoritarianism, *Behavior Patterns, *Business, *Individual Characteristics, Research Projects, *Sex Differences, Social Behavior, *Social Responsibility
Identifiers-*Advertising

Professionals staffing the advertising industry have a double role to fulfill. They must perform in a manner which will maximize their clients' economic goals as well as maintain a sense of social responsibility which is entrusted with any and every mass media decision-maker. Little research has been done, to date, on which personal qualities exhibited by advertising executives are predictive of successful attainment of both roles. Described are the potentially different socially responsible behavior exhibited by male and female advertising executives. Sex may be predictive of unique perspectives brought into the social responsibility role. The potential for successful completion of the male and female advertising executives' economic role should be examined in future research. (Author/CJ)

ED 162 231 CG 012 985

*D'Oyley, Vincent, Ed.*
**Domestic Violence: Issues and Dynamics. Informal Series No. 7.**
Ontario Inst. for Studies in Education, Toronto.
Spons Agency-Department of National Health and Welfare, Ottawa (Ontario).
Pub Date-78
Note-268p.

Language-English; French
**Document Not Available from EDRS.**
Descriptors-*Child Abuse, Conference Reports, *Family Environment, *Family Problems, Foreign Countries, Interpersonal Problems, *Legal Problems, Police Action, Social Agencies, *Violence
Identifiers-*Canada, *Domestic Violence

The proceedings from the Toronto Conference present an overview of domestic violence, the roles of the police and judicial system, male/female relationships in domestic violence, the clinical treatment of domestic violence, domestic violence and education, social services, and a bibliography on battered wives. The multi-dimensionality of, and the multi-variate causation factors associated with, family violence are reiterated. It is hoped that there will be change through organized political efforts, civil and criminal suits which pressure the systems to address the problem, and in the many research efforts geared to providing more data and insightful questioning. Very little evidence emerged from the conference to suggest that the Canadian milieu is radically different from the United States, where the public's attitude to domestic violence and structural arrangements nourish violent acts bewteen family members. (Author)

**Teachers and Family Life Education. Report of Seminar.**
Ghana National Association of Teachers, Accra.; International Planned Parenthood Federation, London (England).; World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).
Pub Date-Dec 77
Note-71p.
Available from-International Planned Parenthood Federation, 18/20 Lower Regent St., London SW1Y 4PW, U.K.
**Document Not Available from EDRS.**
Descriptors-Conference Reports, Decision Making, *Family Life Education, Family Planning, *Family Role, Foreign Countries, Interpersonal Relationship, *Parenthood Education, *Social Agencies, *Teacher Role, *Women Teachers

The focus of this seminar was on the family life education needs of young people, particularly young women, in the countries represented at the meeting, and what teachers, particularly women teachers, can do to help meet those needs. Seminar conclusions stress that a systematic attempt be made to promote a better quality of life through responsible decision making and improved understanding of human relationships and family roles. Specific recommendations for improved family life education programs and agency activities are included. (KA)

ED 162 233 CG 012 987

*Levy, Linda Jean*

**Culture & Clay: The Reshaping of an Educational System.**

Pub Date-Mar 78

Note-13p.; Paper presented at the Annual Meeting of the American -Orthopsychiatric ; May be marginally legible due to print quality

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Biculturalism, *Bilingual Education, *Culture Conflict, *English (Second Language), Learning Processes, *Mental Health, *Mexican Americans, Preschool Curriculum, Preschool Education, *Second Language Learning, Self Concept, State of the Art Reviews, Teacher Attitudes

The validity of Bilingual Education in a multi-cultural preschool setting is examined and supported. Further, a discussion of how mental health may be linked to the recognition of a child's native language, in his aquisition of a positive self-concept, is delineated. Additionally, theoretical information is supported by a survey completed in 1976, with specific reference to cultural values and their effect on education and language learning. Conclusively, teacher attitudes play a major role in a child's acquisition of a healthy self-concept; therefore, curricular inclusion and consideration of language and ethnicity will positively affect the overall learning process. (Author)

ED 162 234 CG 012 988

*Linder, Steven*

**Synthesizing Humanism and Behaviorism.**

Pub Date- 77
Note-13p.; For related document see ED 110 063
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Behavior Change, *Behavior Theories, *Humanism, *Humanistic Education, Individualism, *Philosophy, *Professional Personnel, State of the Art Reviews, Synthesis

The old argument of humanism versus behaviorism is slowly being replaced by a synthesis of these two foundations of thought. This slow professional recognition of synthesis is due to three basic shortcomings in the professional community rather than extreme differences in ideological thought. They are: (1) psychological terminology being equated with a specific foundation of thought; (2) lack of emphasis in developing bonds of similarity rather than contradiction when setting goals and encounters for professional development; and (3) lack of mutual professional recognition between humanists and behaviorists. It is suggested that the phrase humanistic behaviorism'' be applied more in the professional community, and interpreted as the practitioner's use of behavioral techniques and tools to reach humanistic goals. New directions in research for humanism-behaviorism are also mentioned, including the examination of the influence of humanistic and behavioral variables on communication, problem-solving, therapeutic, and learning outcomes. (Author/KA)

ED 162 235 CG 012 989

**Law Enforcement Education Program. Guideline Manual.**
Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Report No.-M-5200.1B
Pub Date-23 Jun 78
Note-105p.; Parts of appendices may reproduce poorly due to print quality
**EDRS Price MF-$0.83 HC-$8.01 Plus Postage.**
Descriptors-*Administrative Personnel, *Administrative Policy, Grants, Higher Education, Institutional Role, *Law Enforcement, *Legal Education, *Program Administration, Program Development, Program Guides, *Student Financial Aid

This manual sets forth policy for the Law Enforcement Education Program. The provisions of the manual apply to all participating institutions of higher education and to student recipients of program grants and loans. It also guides the activities of all program and state personnel who are involved in the administration of the program. The manual includes: (1) the authority, purpose, and general administration of the program; (2) institutional eligibility and participation; (3) program, student, in-service and preservice eligibility; (4) determination of student awards; (5) recipient obligations and repayment provisions; and (6) program administration procedures. (KA)

ED 162 236 CG 012 990

*Hagestad, Gunhild O. Snow, Robert B.*
**Young Adult Offspring as Interpersonal Resources in Middle Age.**
Pub Date-Nov 77
Note-11p.; Paper presented at the Annual Conference of the Gerontological Society (30th, San Francisco, California, November, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Adult Development, *Attachment Behavior, *Family Life, Family Structure, *Middle Class Parents, *Mothers, *Parent Attitudes, *Parent Child Relationship, Parent Role, Psychological Patterns, Research Projects
Identifiers-*Empty Nest

Examined was the transition made by parents to the ``empty nest'' phase of family development. Two basic hypotheses were tested: children's growing independence and departure from the home does not represent loss for most parents, but rather is experienced as a gain; and men and women appear to experience the transition differently and show contrasts in the extent to which they utilize children as resources. Interviews with middle-class families (N 22) in the ``launching'' phase of family development indicated that: (1) the transition stage was best described as a period of role re-alignment; (2) women's exchange with children was characterized by greater intensity and higher degree of reciprocity in the area of emotional support than was the case for men; and (3) the mother-daughter relationship appeared to be unique among the possible parent-child pairs. There is a need for further research on the quality of ties between adults and their parents. (KA)

ED 162 237 CG 012 991

*Sloan, Tod S. Brown, Donald R.*

**A Typological Analysis of Spontaneous Self-Descriptions.**

Michigan Univ., Ann Arbor. Center for Research on Learning and Teaching.
Report No.-CRLT-13
Pub Date-Mar 78
Note-26p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Academic Achievement, Behavior Theories, Higher Education, *Individual Characteristics, Measurement Techniques, Participant Satisfaction, *Personality Assessment, Personality Theories, Research Methodology, Research Projects, *Self Concept, *Self Evaluation, *Student Development, Typology

Investigated was the utility of self-descriptions as tools for personality assessment. It was hoped that self-descriptions would fall into a reasonably tight typology and that these types would be related to important behavioral and attitudinal measures. College students (N 94) participated in structured interviews, and a short form of the Omnibus Personality Inventory and the College Student Questionnaire. Nine bipolar trait dimensions emerged in the content analysis, and were clustered into four groups related to standardized scaled measures of personality, ratings of satisfaction in the program, and academic achievement. A method for handling self-description data is proposed, and insights into the important relationships between self-image and personality are provided. (Author/KA)

ED 162 238 CG 012 992

*Costin, Lela B.*

**Social Work Services in Schools: Historical Perspectives and Current Directions. Continuing Education Series 8.**

National Association of Social Workers, Washington, D.C.

Pub Date-78

Note-98p.

Available from-National Association of Social Workers, Inc., 1425 H Street, N.W., Suite 600, Washington, D.C., 20005, KAS-008-J, $3.00.

**Document Not Available from EDRS.**

Descriptors-*Child Advocacy, Discipline Policy, *Educational Environment, *Educational Policy, Equal Education, Family Environment, *School Services, *School Social Workers, State of the Art Reviews, *Student Rights

Accelerated social change in the last decade has placed many demands on school social workers. This document is addressed to these workers and provides an integrated view of past achievements and current directions in their field of practice. The multiple and sometimes contradictory functions of the public schools are discussed, as well as some aspects of the societal context in which services are performed. Attention is given to four major educational policy issues on childrens' rights in which social workers have a stake: equal educational opportunity, the right to attend school, appropriate educational experiences, and the child's right to an appropriate education, fairness in disciplinary practices. The search in the last decade for new models of school social work practice is described and evaluated, and school social work research is reviewed. Finally, two major undertakings by the National Association of Social Workers, Inc. are documented one on a project which obtained baseline data on school social workers, and one on setting standards. (Author/KA)

ED 162 239 CG 013 015

*Bradley, Chet E., Ed.*

**Health Education: A Planning Resource for Wisconsin Schools.**

Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.

Pub Date-77

Note-155p.

**EDRS Price MF-$0.83 HC-$8.69 Plus Postage.**

Descriptors-*Curriculum Development, *Curriculum Guides, Curriculum Planning, Elementary Secondary Education, Guidelines, *Health Education, *Health Programs, *Performance Based Education, *Program Planning

Identifiers-*Wisconsin

A K-12 health education curriculum can be developed in a school district as a result of using this Planning Resource. Part I offers a practical curriculum planning process. Part II identifies broad health competencies in four major content areas: mental health, physical health, safety and community health. Part III offers references, and includes various appendices such as supporting statements about health education and state statutes. (BN)

*Williamson, Shirley Porter Braden, Bill*
**Communications Survival Kit.**
Pub Date-Feb 75
Note-41p.
Available from-Bill Braden, Division of Guidance Services, Kentucky
Department of Education, Franfort, Ky 40601 ($3.00)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Communication (Thought Transfer), *Counselor Role, *Guidance Services, Guides, Information Dissemination, Media Selection, *Program Planning, *Public Relations, *School Community Relationship, Student Teacher Relationship, Vocational Counseling

The purpose of the Communications Survival Kit is to serve as a guide for counselors to assist in planning, developing and implementing a public relations program for the guidance department at the local school level. The kit contains practical information in three categories. First is a rationale for a public relations (PR) program, what PR is and where to start. Second, strategies are offered for planning and identifying audiences, using media, and preparing a slide presentation. The third section consists of lists of resource people, a bibliography, and a list of ideas to highlight the guidance program in the school building, the school system and the community. (BN)

ED 162 241 CG 013 033

*Knapp, Samuel*

**The Relationship of Life Events to Academic Performance in College Students.**

Pub Date- 75

Note-10p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Academic Achievement, *Adjustment (to Environment), College Students, *Experience, Grades (Scholastic), Higher Education, Mental Health, *Performance Factors, Physical Health, Research Projects, *Stress Variables

Numerous studies have shown a correlation between life events and physical health, mental health, and behavioral measures such as impaired grade point average. Most of these studies have measured stressfulness by summing the total number of events experienced in a given time period. However, Vinokur and Selzer have shown that the amount of undesirable change correlated better than total change with psychopathology and with a behavioral measure, number of traffic accidents. In this study, 253 college students rated the life events they experienced in the past year as mostly desirable or undesirable. Undesirable life events had a higher correlation with lowered grade point average than total life events. Desirable life events did not correlate with grade point average. Practically all of the correlation between total life events and grade point average came from the undesirable life events. Furthermore, undesirable life events correlated with lowered grade point average when academic ability and past academic performance were partialled out. This was not consistently true of total life events. The results support Vinokur and Selzer's claim that stressfulness can best be conceptualized in terms of its undesirability. (Author)

ED 162 242 CG 013 034

*Landman, Laura Lea*

**A Community-Based Resource Center for Women: Process for Developing a Network.**

Pub Date-Jun 77
Note-81p.; Master's thesis, The Pennsylvania State University
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-*Career Education, *Community Resources, *Females, Higher Education, Nontraditional Students, Program Descriptions, *Resource Centers, Sex Discrimination, *Sex Role, *Womens Education
Identifiers-*Empty Nest

This paper investigates the changing role of women, the decline of the ``feminine mystique,'' the ``empty nest'' stage of marriage, sex role stereotypic counseling in secondary and postsecondary educational institutions, and other problems resulting from the increasing numbers of women enrolled in colleges and universities in the United States. It describes a review of the literature which indicates that women who are re-entering college frequently need a special set of services, which differ from those of the traditional student. Selected school programs which have responded to women's expressed needs are discussed. To serve the special needs of older women today, and women of the future, a process model for developing a community-based resource center for women is presented. The proposed centers utilize human service agencies and educational resources of communities. The emphasis is on augmenting and coordinating rather than duplicating services for women in communities throughout the nation. (Author)

ED 162 243 CG 013 035

*Paine, Stan C. And Others*

# The Effects of Repeated Treatment on the Maintenance of Social Behavior.

Oregon Univ., Eugene. Center at Oregon for Research in the Behavioral Education of the Handicapped.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.-CORBEH-38
Pub Date-Mar 78
Grant-G00770006
Note-146p.
**EDRS Price MF-$0.83 HC-$7.35 Plus Postage.**
Descriptors-*Adjustment (to Environment), Elementary Education, *Emotionally Disturbed Children, Interpersonal Competence, *Intervention, Mental Health, Research Projects, *Social Behavior, Withdrawal Tendencies (Psychology)

A group of nine elementary school children, each referred originally by his/her teacher due to low levels of peer interaction in free-play situations at school, participated in a study designed to assess the effects of treatment booster shots'' on the maintenance of social behavior. Five of the children had been treated previously for social withdrawal; the other four had not. An intervention package, consisting of social skills tutoring and a recess-based point system, was alternated with treatment reversal periods to determine whether maintenance effects would accumulate with repeated exposure to treatment procedures. Observational data collected during playground recess periods showed that four of the five previously treated subjects were interacting within normative levels of social behavior following a series of three treatment booster shots.'' Only one of the four previously untreated subjects showed evidence of a similar effect. Results indicate that a treatment booster shot'' strategy might provide an effective means of facilitating maintenance of interactive behavior for children previously treated for social withdrawal. (Author)

ED 162 244 CG 013 044

*Mechau, Dorik*

**Shelter for Abused & Battered Women and Their Children Operated by Abused Women's Aid in Crisis (AWAIC), Anchorage, Alaska. Final Evaluation Report.**

Pub Date-31 Jul 78
Note-37p.; Pages 34-37 may be marginally legible
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Administration, *Females, *Intervention, Program Costs, Program Evaluation, Rape, Research Projects, *Residential Programs, *Violence
Identifiers-*Alaska (Anchorage), *Battered Women

The shelter for battered women described in this report was established for three purposes: (1) to provide assaulted and battered women and their children refuge from domestic violence; (2) to enable women to identify viable alternatives to life-threatening situations and encourage self-reliance; and (3) to act as an advocate for change within the community and in those systems responsible for providing services to assaulted and battered women and their children. The report itself is a detailed final evaluation of the program for the fiscal year ending June, 1978. A few of the areas covered are funding sources and appropriateness of funding; staff positions and salaries; goals and objectives; functions performed by the shelter; and deficiencies and recommendations for improvement. (Author/BP)

ED 162 245 CG 013 045

*Welds, Kathryn*
**Voluntary Childlessness in Professional Women.**
Pub Date-77
Note-33p.; Paper presented at the Annual Convention of the American Psychological Association (San Francisco, California, August 26-30, 1977)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Adult Development, *Birth Rate, Family (Sociological Unit), *Parent Child Relationship, *Professional Personnel, Research Projects, Self Actualization, Surveys, *Working Women
Identifiers-*Erickson (Erik H), *Generativity

A group of 590 female M.D.'s, Ph.D.'s, lawyers, and artists between ages 30 and 40 completed a mailed questionnaire including an anxiety scale (State-Trait Anxiety Inventory), a sex role questionnaire (Personal Attributes Questionnaire), a measure of ego development (Inventory of Psychosocial Development), and an Attitudes Toward Women Scale along with a demographic information sheet. The major finding was that generativity'', the style of ego maturity associated with adulthood according to Erikson (1950), can be achieved by those who are not biologically generative'' or procreative. This result calls into question Erikson's emphasis on parenthood as a necessary condition for continued development, and offers counterevidence for the stereotype that childless individuals are immature and psychologically unhealthy. (Author)

**Meaningful Activities in Nursing Homes.**

Indiana State Board of Health, Indianapolis.
Pub Date-77
Note-84p.
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-*Group Activities, *Individual Activities, Mental Health, *Nursing Homes, *Older Adults, Program Guides, *Recreational Programs, Social Relations

This guide is designed to assist the nursing home staff, and in particular the activity director, in improving the physical, social and psychological care of residents in nursing homes. It contains lists and descriptions of ideas and procedures contributed by over 100 activity directors. The activities are seen as potentially able to help a resident overcome problems such as gradual isolation, loneliness, and loss of social identity. The scope is great enough so that people of a wide variety of age, ability and health levels can participate. (Author/BP)

ED 162 247 CG 013 047

**A Resource and Reference Guide for Education and Leisure Activity Managers and Personnel in the Federal Prison System. Education Handbook.**

Federal Prison System, Washington, D.C. Education Services Section.
Pub Date-Jun 78
Note-266p.
**EDRS Price MF-$0.83 HC-$14.05 Plus Postage.**
Descriptors-*Administrative Personnel, *Correctional Education, *Corrective Institutions, *Federal Government, Institution Libraries, Leisure Time, *Prisoners, *Program Development, Recreational Programs, Resource Guides

The purpose of this guide is to help the Bureau of Prisons develop programs based on a balanced philosophy that recognizes that punishment, deterrence, incapacitation and access to opportunities for self-improvement are all valid purposes of incarceration. The Bureau's basic objectives are, first, to provide a safe and humane environment for inmates and staff; and second, to increase the number of inmates who achieve a successful adjustment upon release to the community by offering offenders a wide variety of opportunities for work, job training, education and counseling. Designed for Education Supervisors and Assistant Supervisors, the guide covers every area of a manager's responsibility as it relates to the operation of an Education Department. It deals with a wide range of topics, from administrative procedures and program evaluation through specific components such as legal libraries and leisure activities. In addition to being a resource book, it can also serve as a how to do it'' guide for education managers who wish to establish meaningful programs. (Author/BP)

ED 162 248 CS 004 303

*Neufeld, Karen Lindsley, Ogden R.*

**Charting to Compare Children's Learning at Four Different Reading Performance Levels.**

Pub Date-May 78

Note-24p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Elementary Education, Grade 5, *Informal Reading Inventory, Learning Processes, *Reading Instruction, *Reading Level, *Reading Rate, Reading Research, *Research Methodology

The Standard Celeration Chart and its related research principles were used in a study to determine the reading level on the informal reading inventory that promotes highest speed or accuracy of learning. For ten school days, 49 fifth graders read and charted their progress at four levels: instructional level, one grade below, and two and six grade levels above the instructional level. The results showed significant differences in distributions of performance scores at the four levels but no significant differences in distribution of learning slopes. The findings challenge reading teaching practices that place a premium on high performance. They also challenge the use of traditional statistical research techniques in reading instruction. (FL)

ED 162 249 CS 004 304

*Tinzmann, Margaret B. Thompson, Glen R.*
**A Comparison of Listening and Reading Cloze Procedures and a Standardized Reading Achievement Test.**

Pub Date-May 77
Note-49p.; Paper presented at the Annual Meeting of the Northern Illinois Association for Educational Research Evaluation & Development (1st, Bloomingdale, Illinois, May 1977)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Cloze Procedure, *Comparative Analysis, Elementary Education, Elementary School Students, *Listening Skills, Oral Reading, *Reading Ability, Reading Achievement, *Reading Diagnosis, *Reading Research, Reading Skills, Reading Tests
Identifiers-*Oral Language

Researchers tested 136 third through sixth graders with the reading subtests of the "Iowa Test of Basic Skills," reading tests constructed from appropriate graded reading materials, and an oral cloze test constructed from a short story whose language resembled the oral language of the children. They computed correlations (within each grade level) between all the variables, including combined oral-written cloze scores and the reading subtest, and found that 14 of the 16 correlations were significant. The results suggest that both reading and listening abilities increase with age, that oral language complexity increases slowly while written language steadily increases in complexity, that cloze procedures test reading achievement, and that reading and listening cloze test scores represent somewhat differing abilities. The results also demonstrate the potential value of cloze procedures for placing students in reading programs, for testing student reading comprehension, for measuring student oral language ability, and for diagnosing reading and oral language problems. (RL)

ED 162 250 CS 004 338

*Ewing, J. M.*

**Assessing Attitudes to Reading.**

Pub Date-Oct 77

Note-16p.; Paper presented at the Annual Meeting of the Reading Association of Ireland (2nd, Dublin, Ireland, October 6-8, 1977)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Affective Tests, Attitudes, *Attitude Tests, Elementary Secondary Education, Foreign Countries, Interviews, *Measurement Instruments, *Rating Scales, Reading Interests, Scoring, *Student Attitudes

Identifiers-*Reading Attitudes, United Kingdom

Many measurement techniques have been developed to assess elements related to attitudes toward reading, which encompass an individual's views, feelings, values, and beliefs. Instruments developed by British teachers include Likert-type scales, a repertory grid technique, and an approach assessing reactions to screened photographs of different reading situations. Attitude assessment techniques may be divided into the following categories: interviews, which are practicable only for small sample work; Likert-type and Thurstone-type scales comprising a series of statements about reading with which pupils are required to indicate degree of agreement or disagreement; sentence completion and open-ended questioning related to attitudes toward reading; semantic differential scales, which require pupils to rate aspects of reading on each of several different scales; repertory grids, on which pupils react to statements about reading experiences; and self-reports, for which students answer a series of questions about reading situations. A model has been developed to allow for a comparison of the attitudes of individuals and groups. (The paper provides suggestions for constructing and scoring attitude measurement scales.) (GW)

*Carney, John J.*

**Reading and Academic Content: Toward a Theory of Integration.**

Pub Date-Oct 77
Note-18p.; Paper presented at the Annual Meeting of the Reading Association of Ireland (2nd, Dublin, Ireland, October 6-8, 1977)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Basic Reading, Comprehension Development, *Content Reading, Educational Practice, Elementary Education, *Integrated Curriculum, *Reading Instruction, Reading Processes, Reading Skills, *Skill Development, Teaching Methods, *Transfer of Training, Vocabulary Development

Instead of being considered a curricular entity, reading should be treated as an essential part of the total learning structure through the integration of reading behaviors and academic content. The assumptions underlying the use of the skill-centered reading curriculum to meet the goal of content acquisition-that reading skills will transfer to content reading, that reading is a uniform act undifferentiated by specific task demands, and that basal reading materials stimulate the type of reading required for academic content-do not hold up under analysis. A more effective instructional approach, based upon the integration of reading and academic content, requires the determination of reading behaviors needed for reading specific content, followed by the teaching of those behaviors. Examples may be considered that show how this approach can be used in helping students develop vocabulary skills, comprehension strategies such as the drawing of inferences, and understandings of organizational patterns. Two devices that show promise for enhancing the learning of content are the structured overview and the embedded organizer. The use of an integrated reading/content approach should result in the increased acquisition of content on the part of the learner. (GW)

ED 162 252 CS 004 379

*Graves, Michael F.*

**Comprehensive Secondary Reading Programs: Toward Some Workable Compromises.**

Pub Date-May 78

Note-14p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978); For related documents, see CS004387, CS004389, CS004392, and CS004413

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Committees, *Comprehensive Programs, *Content Reading, Inservice Teacher Education, Intercommunication, *Interdisciplinary Approach, *Reading Instruction, *Reading Programs, *Remedial Reading Programs, Secondary Education

Six suggestions for comprehensive secondary reading programs were developed after consideration of comments made by Judith A. Boettcher, Anne E. Newton, Randall J. Ryder, and Roger C. Googins (see related documents). The suggestions are as follows: (1) A comprehensive program must deal with all students who need help; thus, there should be a content area program, a remedial program, and possibly a developmental program. (2) Someone must be responsible for ensuring that good liaison is maintained among the people who contribute to a comprehensive program. (3) A remedial services committee should be formed to decide what special services the school will offer, screen students, coordinate ongoing programs, and evaluate the special programs. (4) A content area reading committee, which includes the reading teacher and teachers from all the content areas, would be helpful in keeping teachers informed about the reading program and their students' progress. (5) It is important to provide inservice training in which content area teachers can learn about specific procedures for developing students' reading skills. (6) Among the factors in remedial reading programs that need attention are program duration, consistency, and diversity; intensity of instruction; and teachers' knowledge of materials. (GW)

ED 162 253 CS 004 387

*Boettcher, Judith A.*
**An Ideal Remedial Reading Program.**
Pub Date-May 78
Note-22p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978); For related documents, see CS004379, CS004389, CS004392, and CS004413
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors Comprehension Development, *Educational Objectives, Independent Reading, Instructional Materials, *Participant Involvement, *Peer Teaching, *Reading Instruction, Reading Research, *Remedial Reading Programs, Secondary Education, *Self Concept, Tutoring, Vocabulary Skills

An ideal secondary level remedial reading program would be based on the philosophy that both freedom and structure are required, that learning demands involvement and feedback, and that success breeds success. Such programs should be structured (i.e., based on clearly defined content and a clearly designated mode of presentation). There are many structured reading programs available to teachers, and recent research studies testify to the value of structure. Ideal remedial reading programs should also involve students actively in the learning process. Tutoring is an important approach to increasing academic engaged time (the time students spend engaged in academically relevant materials), and reports of peer-tutoring sessions show how this approach provides for student involvement and responsibility. Finally, ideal programs should be based on an atmosphere of acceptance that permits students to experience success and feel positive about their reading. With regard to content and materials, an ideal program plans for a balanced content of vocabulary development, comprehension skill development, and free reading growth with specific, measurable objectives and well-defined methods. (The paper includes an example of a peer-tutoring spelling sheet and presents three models for an instructional week.) (GW)

ED 162 254 CS 004 389

***Newton, Anne E.***

**Practical Constraints on Secondary Schools Remedial Reading Programs.**

Pub Date-May 78

Note-17p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978); For related documents, see CS004379, CS004387, CS004392, and CS004413

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Evaluation, *Individual Instruction, *Instructional Materials, Integrated Curriculum, Participant Involvement, *Reading Instruction, Reading Material Selection, *Remedial Reading Programs, Secondary Education, Skill Development, Student Needs, *Teacher Role, Tutoring

Most of the suggestions made by Judith A. Boettcher (see related document) for an ideal secondary remedial reading program are readily applicable to such programs, although some changes in emphasis may be necessary to ensure effectiveness. Among the desired emphases are the following: structure must be inherent not only in the curriculum, but also in the classroom environment. Students can be involved in planning for individualized learning from the beginning of the program. Attempts should be made to integrate the remedial reading program with the school's entire reading program. The content of a program must include skill training in a variety of areas, including oral reading, listening, study methods, and written communication. A variety of materials must be available to meet the needs of all students (as is shown by an examination of the needs of two different students and the materials used with them). Tutoring has its place as an instructional technique but must be complemented by teacher instruction. Evaluative measures should not only identify potential program candidates but should determine each student's progress and the success of the program itself. Finally, remedial reading specialists' schedules must be planned carefully to permit them to work with students and content area teachers, maintain contact with parents, and meet regularly with other reading personnel. (GW)

ED 162 255 CS 004 391

*Hutson, Barbara A. Gove, Mary*
**What is Reading? Children's Perceptions.**
Pub Date-May 78
Note-33p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Children, *Concept Formation, Developmental Stages, Elementary Education, *Perceptual Development, *Reading Instruction, *Reading Processes, Reading Research, *Reading Skills

The responses of 108 children, aged five through nine, to the question, ``What is reading?'' were analyzed to determine whether there were age-related trends toward more mature and structurally more complex definitions of reading and whether a relationship existed between reading skill and the ability to formulate a definition of reading. The Reading subtest of the Wide Range Achievement Test (WRAT) was also administered to each child as a measure of reading skill. Results showed that there were differences by age and grade level in maturity of definition (as measured in terms of inclusion of critical elements of word recognition and meaning) and in structural complexity (as defined by number of facets of reading specified). A significant positive relationship was found between reading skill as measured by the WRAT and complexity of definition. These findings were supported in a second study involving 36 children in kindergarten through grade two and in a reanalysis of earlier research data. (FL)

ED 162 256 CS 004 392

*Ryder, Randall J.*

**An Ideal Secondary Content Area Reading Program.**

Pub Date-May 78

Note-14p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978); For related documents, see CS004379, CS004387, CS004389, and CS004413

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Content Reading, *Directed Reading Activity, *Inservice Teacher Education, *Program Development, Reading Comprehension, Reading Consultants, Reading Instruction, *Reading Programs, Reading Skills, Secondary Education

Identifiers-*Reading Specialists

A successful content area reading program not only includes reading classes that teach specific skills, but also provides for the inservice training of teachers, offering activities that facilitate student reading comprehension in the content areas. For such a program to succeed, the financial commitment and time devoted to teacher training must be substantial and large numbers of teachers at all grade levels must be involved. It is likewise essential to form a committee responsible for planning the inservice training program. The responsibilities of this committee would include the following: identification of objectives, goals, and content scope for each grade level; definition of content material according to student needs and related skills; development of materials; establishment of schedules for reading specialists within the content area classroom; and arrangement of inservice sessions. The reading specialist, with expertise in reading in the content area, would administer the program, provide direct assistance and individual instruction for the content area teacher, and analyze materials according to concept, difficult vocabulary, and familiarity for the student. (Two reading activities are described.) (MAI)

ED 162 257 CS 004 413

*Googins, Roger C.*

**Practical Constraints on Secondary School Content Area Reading Programs.**

Pub Date-May 78

Note-11p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978); For related documents, see CS004379, CS004387, CS004389, and CS004392

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Content Reading, Elementary Education, *Inservice Teacher Education, Interschool Communication, Needs Assessment, *Program Development, *Reading Instruction, School Funds, Secondary Education, *Staff Improvement, Teacher Certification, Teacher Motivation

The ideas of Randall J. Ryder (see related document) regarding secondary content area reading programs may be supplemented with other suggestions about teacher training and staff development. Among the suggestions are the following: content area teachers should be helped to use reading materials near students' reading levels. The certification process for reading personnel can be strengthened by demands on colleges and universities to be more consistent in course content and quality. Elementary and secondary content area teachers should communicate regularly and share techniques for reading instruction. There should be district commitment to content area reading instruction, and teacher training programs could be implemented in each school by a building-level reading coordinator assisted by an advisory group. Additional state or federal funding would be necessary for such a program. In the planning and development of content area reading programs, a needs assessment should be performed; the staff development program should include administrators, begin with formal training sessions, and move from large group participation to departmental involvement; there should be incentives for teachers to participate; building-level leadership should be used whenever possible; and a program of maintenance should be planned. (GW)

ED 162 258 CS 004 414

*Meyers, Ruth S.*

**Information Processing as a Tool for Selecting Instructional Strategies.**

Pub Date-Aug 78
Note-14p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Decoding (Reading), *Learning Processes, *Learning Theories, Models, Primary Education, *Reading Instruction, *Reading Processes, *Teaching Methods

Information processing models indicate that learning occurs in the interaction of three systems: perceptual (receiving information), memory (selective storing of information), and performance (using the processed information). The three systems working together affect each other and together demonstrate learning. Reading, then, is the organization and reorganization of information and is never static. It is a creative and generative process that is learned by doing. The information processing model has implications for teaching reading for it demonstrates both the interdependence of all parts of the reading process and the idea that the driving force is for information. Reading is not a hierarchy of skills but an interaction of processes. Therefore, the teacher must be a facilitator providing appropriate material, a guided introduction to the traditions of written language, and an introduction to coding strategies without interfering with the reading process. The teacher's task is to provide order to bits of information and to develop confidence in a child to continue reading independently. (TJ)

ED 162 259 CS 004 451

*Durkin, Dolores*

**What Classroom Observations Reveal about Reading Comprehension Instruction. Technical Report No. 106.**

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Contract-400-76-0116
Note-94p.
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-Assignments, Classroom Observation Techniques, *Classroom Research, Content Reading, Elementary Education, Interaction Process Analysis, Intermediate Grades, Observation, *Reading Comprehension, *Reading Instruction, *Reading Research, Social Studies, Student Behavior, *Teacher Behavior, *Teaching Methods
Identifiers-*Center for the Study of Reading (Illinois)

Reading and social studies instruction in 39 third- through sixth-grade classrooms in central Illinois was observed in a study designed to determine whether elementary school classrooms provide comprehension instruction. Among the findings were that practically no comprehension instruction was seen but that comprehension assessment, usually carried on through interrogation, was common; that other kinds of reading instruction were not seen with any frequency; that in addition to being interrogators, teachers also appeared to be assignment-givers, spending a large part of the observed periods on giving and checking assignments; that sizeable amounts of time went to activities categorized as ``transition'' and ``noninstruction''; and that teachers did not see the social studies period as a time to improve children's comprehension abilities, but instead were concerned about covering content and having children master facts. (The report discusses definitions and examples of comprehension instruction, notes differences between comprehension instruction and comprehension assessment, explains the categories used for teacher and student behavior, offers suggestions for future research, and reports the findings of the study in descriptive and tabular form.) (GW)

ED 162 260 CS 004 452

*Lloyd, Bruce A.*

**Comparing Visual/Tactile Performance and Reading Achievement.**

Pub Date-Oct 78

Note-53p.; Paper presented at the Annual Meeting of the North Central Reading Association (21st, Notre Dame, Indiana, October 20-21, 1978); Appendix C may not reproduce well

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-Elementary Education, Motor Development, *Perceptual Motor Coordination, *Reading Achievement, Reading Development, Reading Failure, Reading Instruction, Reading Research, *Reading Skills, *Tactual Perception, *Visual Perception

The theory that reading is a perceptual process was tested in a study involving 216 fourth, fifth, and sixth graders. The significance of the relationship between performance on a standard reading test and on an apparatus designed to test visual/motor perception was assessed. An analysis of the data revealed that there was no relationship between performance on the reading test and on the apparatus. The data indicate that skill in reading and in visual perception are not related. (Appendixes contain a scoring sheet for the visual/motor perception instrument, class-by-class breakdowns of the findings, and tables of data analysis.) (FL)

*Johnston, Michelle H.*
**Conceptions of Reading: The Rep Test. Research Series No. 7.**
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Feb 78
Contract-400-76-0073

Note-9p.
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, Michigan 48824 ($1.00)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Attitude Tests, Beliefs, Elementary Secondary Education, *Measurement Instruments, *Reading Instruction, *Reading Research, Screening Tests, *Sorting Procedures, *Teacher Attitudes, Teacher Behavior
Identifiers-*Kelly (George A), Reading Attitudes, *Role Construct Repertory Test

Conceptions of Reading (COR), a research project within the Institute for Research on Teaching, has modified the ``Role Construct Repertory Test'' (Rep Test) to tap teachers' conceptions of reading. Developed by psychologist George Kelly to aid in discovering personal belief systems, the Rep Test has been modified by other researchers to aid in determining how people organize information. For the COR group's research, teachers with strong points of view about reading were identified through a Proposition Sort in which they sorted statements about reading according to their beliefs. The teachers then performed modified Rep Test tasks requiring them first to list students' names on cards, sort them according to how the students received reading instruction, and explain their reasons for sorting them in that way; and then to compare three students to each other, telling how two were alike and one was different in terms of reading and success. Teachers then discussed their beliefs about instructional materials and reading. Data gathered from the teacher/interviewer dialogues yielded information regarding six conceptions about reading and reading instruction. Classroom observations have provided evidence that teachers' behaviors are fairly consistent with their conceptions as tapped by the Rep Test, indicating that the Rep Test, in combination with the Proposition Sort, is an effective screening method. (GW)

ED 162 262 CS 004 458

***Williams, Michael D.***

**The Process of Retrieval from Very Long Term Memory. Technical Report No. 7801.**

California Univ., San Diego. Center for Human Information Processing.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; National Inst. of Mental Health (DHEW), Rockville, Md.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Pub Date-Sep 78
Contract-N00014-76-C-0628
Note-44p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Cognitive Processes, *Information Retrieval, *Memory, Problem Solving, *Recall (Psychological), *Thought Processes, Visualization

In an investigation into the process of retrieval from very long term memory, four subjects who had been out of high school from 4 to 19 years were asked to think aloud while attempting to recall the names of their high school classmates. The retrievals were found to be characterized by overshoot, systematic hypothesizing, fabrications, the establishment of search contexts, self-corrections, and the use of a number of basic search strategies. These phenomena, as well as an array of traditional memory phenomena, can be understood on the basis of an interpretation of retrieval as a reconstructive problem solving process. Information about the target item is used to construct a description of some aspect of the item, which is used to recover a new fragment of information about the item; from this information a new description can be formed to retrieve still more information, and so on until the piece of information sought is recovered. Three subprocesses may be identified: finding a context for the search, searching, and verifying that what has been recovered is about the target item. (Author/GW)

ED 162 263 CS 004 459

*Willis, Harriet Doss*

**Information Needs of Practitioners in Reading Readiness.**

Pub Date-Mar 78

Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Beginning Reading, Communication (Thought Transfer), Information Dissemination, *Information Needs, Interviews, *Reading Comprehension, *Reading Instruction, *Reading Readiness, *Reading Research

Identifiers-*Research and Development Interpretation Service

In a project designed to interpret research and development in the field of reading to practitioners, telephone interviews were conducted with a representative group of the nation's educators and with seven outstanding reading researchers by the Research and Development Interpretation Service. The practitioners were found to be interested primarily in processes involved in language and reading comprehension; they asked practical questions about improving comprehension abilities. The researchers indicated that much of the research on comprehension is exploratory and that only tentative findings are possible. (Lists of the questions asked are included.) (TS)

ED 162 264 CS 004 460

*Speidel, Gisela E.*

**Directionality in the Acquisition of Letter Sounds in Beginning Readers. Technical Report No. 48.**

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Pub Date- 74

Note-13p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Beginning Reading, *Learning Processes, Learning Theories, *Paired Associate Learning, *Phonics, Preschool Education, *Reading Instruction, *Reading Research, Vocabulary Development

In an investigation of the degree to which children learn associations in the direction opposite to the one in which they were taught, 20 preschool children were instructed in letter-sound correspondences in one of two ways. One group was presented with the letter symbol and asked to produce the sound, while the other group was presented with the letter sound and asked to point to the corresponding letter symbol in an array of letters. After the last acquisition trial, the children were given a reversal trial in which they were presented with the usual response and asked to produce the stimulus. It was found that performance on the reversal trial was significantly lower than on the last acquisition trial. (Author/FL)

ED 162 265 CS 004 461

*Speidel, Gisela E.*

**A Comparison of the Effects of Group Training and Individual Training on the Acquisition of Consonant Sounds. Technical Report No. 47.**

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Pub Date- 74

Note-18p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Consonants, *Group Instruction, *Individual Instruction, Kindergarten Children, Learning Processes, Phoneme Grapheme Correspondence, *Phonics, Primary Education, *Reading Instruction, *Reading Research, *Teaching Techniques

Sixteen kindergarten children were instructed in grapheme-phoneme correspondences according to two methods that were identical except that in one method the children were instructed individually and in the other the children received group instruction. The number of learning trials given to each child was the same in both situations. However, in the group the teacher showed all of the children the consonant card before calling on an individual child to identify it. Since there were nine other children in the group, each child had 45 potential vicarious learning trials. The results of the experiment indicated that the children in the group performed better than those who received individual training. Furthermore, children in the group learned significantly more grapheme-phoneme correspondences from trial one to trial two, but later trials indicated no difference in the learning rate between the two groups. It was concluded that learning trials given to other group members can function as effective vicarious trials. (Author/MAI)

ED 162 266 CS 004 464

*Hao, Ramona*

**Basal Reader Study: 1974-75. Technical Report No. 42.**

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Pub Date-Mar 76

Note-21p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Basic Reading, Educational Objectives, Grade 1, Grade 2, Primary Education, *Program Evaluation, *Reading Achievement, *Reading Instruction, *Reading Research, *Student Evaluation

Fifty-two first- and second-grade students participated in a basal reader study in 1974-1975, as a follow-up to a 1973-1974 study. All but four of the subjects had entered the Ginn 360 reading program the previous year as kindergarten and first-grade students; of the 52 subjects, 38 were making satisfactory progress in reading and were considered the regular group, and 14 had shown reading skill acquisition problems and were considered the special group. The Ginn 360 program was used as the basis of the study; assessment devices included criterion-referenced tests, individual records, monitoring of students' attending behavior, and standardized tests. Techniques of positive reinforcement were used by teachers. Analysis of the results indicated that among the students in the regular group, the first graders passed 40.72% of Ginn reading objectives and second graders passed 35.68%, that first graders retained a mean of 85.62% of the objectives passed and second graders retained a mean of 88.91%, and that the first graders placed at the 42nd percentile on a standardized reading test while second graders placed at the 14th percentile. The special group demonstrated low achievement. (Tables are presented to show assessment results, comparisons with results from the 1973-1974 study, and comparisons with scores from classes in four other schools.) (GW)

ED 162 267 CS 004 468

*Nurss, Joanne R.*

**Research on the Assessment of Prereading Skills-An American Perspective.**

Pub Date-Oct 77

Note-12p.; Paper presented at the Annual Meeting of the Reading Association of Ireland (2nd, Dublin, Ireland, October 6-8, 1977)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Beginning Reading, *Cognitive Development, Decoding (Reading), Learning Processes, Memory, Prereading Experience, Primary Education, Reading Instruction, Reading Processes, *Reading Readiness, *Reading Readiness Tests, *Reading Research, *Reading Skills, Research Needs, *Skill Development

Prereading assessment was first used to predict school readiness and was an assessment of the child's visual and oral vocabulary skills. By the 1970s, readiness assessment had changed from assessment of a child's developmental probability for success or failure in reading to an assessment of the child's skill development in relation to the reading instructional environment. Most current readiness tests reflect this newer concept emphasizing skills related to decoding and to comprehension. Recent criterion-referenced tests reflect the idea of relating assessment to instruction. This has brought about greater emphasis on subscores rather than on total scores. In the future, more research is needed to discover the relation of understanding concepts of ``reading,'' ``word,'' and ``letter'' to learning to read. An important implication of readiness assessment research is that teachers should choose the most appropriate prereading test for their particular situations and then plan instructional tasks to follow the information gained from the tests. (TJ)

ED 162 268 CS 004 469

*Harber, Jean R.*

**Linguistically Unbiased Reading Assessments: Let's Make It a Reality.**

Pub Date-Mar 78

Note-12p.; Paper presented at the Annual Meeting of the State of Maryland International Reading Association Council (6th, Baltimore, Maryland, March 9-11, 1978)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Black Dialects, Elementary Education, *Interference (Language Learning), Learning Difficulties, *Minority Group Children, *Nonstandard Dialects, *Reading Diagnosis, *Reading Difficulty, Special Education

The number of minority children who are placed in special education programs is disproportionate to the number of minority children in school. One factor causing this situation is that dialect interference causes lower reading scores among minority children. Since few standardized tests instruct the teacher to ignore errors attributable to differences between the child's dialect and standard English, children who speak in dialect regularly get lower scores than would be the case if such errors were ignored. In discounting the effect of dialect interference, teachers should pay particular attention to the areas of word recognition (errors attributable to a nonstandard dialect should be ignored), latency (a child may recognize words slowly because a translation process is occurring), and comprehension (what really matters is whether or not the child understands the text). Some typical black dialect variations from standard English are omissions ( hep'' for help''), substitutions ( pin'' for pen''), syntax (omission of prepositions), and word order changes ( why she won't come?'' for why won't she come?''). (TJ)

ED 162 269 CS 004 472

*Stoll, Francois*

**A Propos de la Dyslexie (A Few Observations on Dyslexia).**

Pub Date-Apr 77

Note-13p.; Paper presented at the Premiere Conference sur la Lecture (Beaumont sur-Oise, France, April 13-15, 1977)

Language-French

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Dyslexia, Foreign Countries, *Neurolinguistics, *Reading Diagnosis, *Reading Difficulty, Reading Research

Dyslexia, a difficult to define phenomenon, is manifested by the otherwise normal child who has an IQ above 90 and a reading subscore below the fifteenth percentile. Five observations about this phenomenon are: (1) The concept of dyslexia is often confused with slowness'' in learning to read. A child who is bright enough to guess instead of read could be wrongly diagnosed as dyslexic instead of illiterate.'' (2) It would be rash to use a definition deficiency as an excuse to abandon a practical diagnostic tool. (3) No child should be labeled as dyslexic until all possibilities of nonreading phenomena have been eliminated. For instance, the transition from a special education class to a regular classroom may itself cause the non-reading phenomenon in a child. (4) Preconceptions of the mainstreamed staff may cause teachers to diagnose dyslexia instead of changing their teaching methods and styles for a child who is experiencing normal reading problems and confusions. (5) Teachers should stick to recognized teaching methods that offer a wide variety of alternatives and leave the diagnosis of dyslexia to specialists. An effective teaching method is to change lesson plans from the teacher will'' to the student will'' which makes the teacher more aware of the learning styles of a wide variety of children. (TJ)

ED 162 270 CS 004 474

*Mann, Margaret*

**The Reading Habits of Adults: A Select Annotated Bibliography. British National Bibliography Research Fund Report No. 1.**

British Library, London (England). Research and Development Dept.

Pub Date-77

Note-65p.

Available from-Publications Officer, The British Library, Research and Development Department, Sheraton House, Great Chapel Street, London, England W1V 4BH (5.95 pounds)

**Document Not Available from EDRS.**

Descriptors-*Adults, Annotated Bibliographies, Foreign Countries, Mass Media, Periodicals, *Reading Habits, *Reading Research, Recreational Reading

The 609 entries in this annotated bibliography are intended to help research workers who have an interest in the reading behavior of the general public and to stimulate ideas for further research. The entries are divided into nine sections covering general works; works providing a historical background; works dealing with the development from children to adult reading; reading research; reading and other media; general surveys in the United Kingdom and the United States; surveys in other countries; surveys of special reading groups, such as students, teachers, the clergy, soldiers, prisoners, the elderly, and women; and general works and surveys dealing with newspapers and magazines. Appendixes contain lists of journals cited in the bibliography and principal sources consulted. (FL)

ED 162 271 CS 004 475

*Casteel, Carolyn P. And Others*

**Interfacing Essential Competencies and Learner Outcomes with Developmental Reading: Program for Improving Reading Achievement.**

West Virginia State Dept. of Education, Charleston. Bureau of Learning Systems.

Pub Date-77

Note-240p.; For related documents, see CS004475-480; Several tables may not reproduce well due to small type

**EDRS Price MF-$0.83 HC-$12.71 Plus Postage.**

Descriptors-Basic Reading, *Developmental Reading, Elementary Education, *Inservice Teacher Education, Instructional Materials, Instructional Programs, *Performance Based Teacher Education, *Program Descriptions, *Reading Achievement, Reading Improvement, Reading Processes

Developed as part of a statewide effort to improve reading achievement in West Virginia through a competency based staff development program, this inservice instructional packet is intended for school district reading administrators and principals and contains the materials for a five-day inservice administrative workshop. The materials focus on the reading process, basic skills in reading, the assessment of reading skills, the organization of a school management plan, instructional strategies for developing essential reading skills, and the evaluation of techniques for reading skill development. The packet also provides guidelines for conducting competency based inservice programs; the gestalt, rationale, objectives, and schedule of the workshop; transparencies on reading; word recognition, comprehension, and work and study skills; a principal's cross-referencing of this program with the school basal reading progam; two scripts representing both the inservice training of teachers and classroom reading instruction; and a record for evaluating the inservice instructional packages. (MAI)

ED 162 272 CS 004 476

*Casteel, Carolyn P. And Others*
Interfacing Essential Competencies and Learner Outcomes with Developmental Reading: Program for Improving Reading Achievement; Comprehension: Inservice Mini-Package for Teachers.
West Virginia State Dept. of Education, Charleston. Bureau of Learning Systems.
Pub Date-77
Note-70p.; For related documents, see CS004475-480
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Developmental Reading, Elementary Education, Inservice Teacher Education, Instructional Materials, *Performance Based Teacher Education, *Program Descriptions, Reading Achievement, *Reading Comprehension, Reading Processes, *Reading Skills

Developed in West Virginia as part of a statewide effort to improve reading achievement through a competency based staff development program, this inservice instructional packet on comprehension is one of five designed to present classroom teachers with the essential competencies and learner outcomes involved in developmental reading. The materials in this packet aim specifically to help teachers develop a knowledge of comprehension skills, an assessment of comprehension skill development in learners through formal and informal test data, useful instructional strategies for reading comprehesnion, and the ability to evaluate instructional activities in terms of comprehension skill development. The packet also contains guidelines for conducting the inservice program; the gestalt, rationale, objectives, and schedule for the program; a self-evaluation record, transparencies on comprehension skills; and an evaluation record for the inservice program. (MAI)

ED 162 273 CS 004 477

*Casteel, Carolyn P. And Others*

**Interfacing Essential Competencies and Learner Outcomes with Developmental Reading: Program for Improving Reading Achievement; Work and Study Skills: Inservice Mini-Package for Teachers.**

West Virginia State Dept. of Education, Charleston. Bureau of Learning Systems.

Pub Date-77

Note-63p.; For related documents, see CS004475-480

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-Developmental Reading, Elementary Education, *Inservice Teacher Education, Instructional Materials, *Performance Based Teacher Education, *Program Descriptions, Reading Achievement, Reading Processes, *Reading Skills, *Study Skills

Developed in West Virginia as part of a statewide effort to improve reading achievement through a competency based staff development program, this inservice instructional packet on work and study skills is one of five devised to present classroom teachers with the essential competencies and learner outcomes involved in developmental reading. The materials in this packet are designed to offer teachers a knowledge of work and study skills along with opportunities to analyze and synthesize test data at the classroom level, to formulate instructional strategies for work and study skills, and to evaluate an instructional plan for work and study skills. The packet also contains guidelines for conducting the inservice program; the gestalt, rationale, objectives, and schedule for the program; a self-evaluation record; a transparency on work and study skills; and an evaluation record for the inservice program. (MAI)

ED 162 274 CS 004 478

*Casteel, Carolyn P. And Others*

**Interfacing Essential Competencies and Learner Outcomes with Developmental Reading: Program for Improving Reading Achievement; Readiness: Inservice Mini-Package for Teachers.**

West Virginia State Dept. of Education, Charleston. Bureau of Learning Systems.

Pub Date-77

Note-85p.; For related documents, see CS004475-480

**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**

Descriptors-Developmental Reading, Elementary Education, *Inservice Teacher Education, Instructional Materials, *Performance Based Teacher Education, *Program Descriptions, Reading Achievement, Reading Processes, *Reading Readiness, *Reading Skills

Developed in West Virginia as part of a statewide effort to improve reading achievement through a competency based staff development program, this inservice instructional packet on reading readiness is one of five designed to present classroom teachers with the essential competencies and learner outcomes involved in developmental reading. The materials in this packet offer participating teachers knowledge of reading readiness skills, practice in synthesizing formal and informal data for beginning readiness skills at the classroom level, and assistance in developing a personalized plan for beginning readiness instruction which includes instructional decisions and preassessment, instructional strategies, and record keeping and evaluation. The packet also contains guidelines for conducting the inservice program; the gestalt, rationale, objectives, and schedule for the program; a self-evaluation record; transparencies on readiness; and an evaluation record for the inservice program. (MAI)

ED 162 275 CS 004 479

*Casteel, Carolyn P. And Others*
**Interfacing Essential Competencies and Learner Outcomes with Developmental Reading: Program for Improving Reading Achievement; Word Recognition: Inservice Mini-Package for Teachers.**
West Virginia State Dept. of Education, Charleston. Bureau of Learning Systems.
Pub Date-77
Note-90p.; For related documents, see CS004475-480
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-Developmental Reading, Elementary Education, *Inservice Teacher Education, Instructional Materials, *Performance Based Teacher Education, *Program Descriptions, Reading Achievement, Reading Processes, *Reading Skills, *Word Recognition

Developed in West Virginia as part of a statewide effort to improve reading achievement through a competency based staff development program, this inservice instructional packet on word recognition is one of five designed to present classroom teachers with the essential competencies and learner outcomes involved in developmental reading. The materials in this packet aim specifically to provide knowledge of word recognition skills; to assess word recognition skill development; to develop instructional strategies for word recognition; and to evaluate instructional activities in terms of word recognition skill development. The packet also contains guidelines for conducting the inservice program; the gestalt, rationale, objectives, and schedule for the program; a self-evaluation record; transparencies on word recognition; an example of informal assessment; and an evaluation record for the inservice program. (MAI)

*Casteel, Carolyn P. And Others*

**Interfacing Essential Competencies and Learner Outcomes with Developmental Reading: Program for Improving Reading Achievement; Recreational Reading and Personal Development: Inservice Mini-Package for Teachers.**

West Virginia State Dept. of Education, Charleston. Bureau of Learning Systems.
Pub Date-77
Note-62p.; For related documents, see CS004475-480
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Developmental Reading, Elementary Education, *Inservice Teacher Education, Instructional Materials, *Performance Based Teacher Education, *Personal Growth, *Program Descriptions, Reading Achievement, Reading Processes, *Reading Skills, *Recreational Reading

Developed in West Virginia as part of a statewide effort to improve reading achievement through a competency based staff development program, this inservice instructional packet on recreational reading and personal development is one of five devised to present classroom teachers with the essential competencies and learner outcomes involved in developmental reading. The materials in this packet are designed to provide teachers with a knowledge of recreational reading and personal development skills, practice in assessing recreational reading and personal development in learners, opportunities to develop instructional strategies for recreational reading and personal development, and methods for evaluating teacher performance in providing for learner interests and affective involvement. The packet also contains guidelines for conducting the inservice program; the gestalt, rationale, objectives, and schedule for the program; a self-evaluation record; transparencies on recreational reading and personal development skills; a process discussion on writing competencies and learner outcomes; and an evaluation record for the inservice program. (MAI)

ED 162 277 CS 004 481

*Johnson, Dale D. And Others*

**On-Line Diagnosis of Reading Difficulties-IV. Technical Report No. 464.**

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Sep 78

Contract-NIE-G-78-0217

Note-60p.

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-Cloze Procedure, *Computer Assisted Instruction, Context Clues, Educational Diagnosis, Elementary Education, Reading Comprehension, Reading Diagnosis, *Reading Difficulty, *Reading Skills, *Test Items, Tests, *Vocabulary Skills

Identifiers-PLATO Elementary Reading Curriculum Project

To evaluate the performance of elementary school children on various paradigms for assessing vocabulary knowledge on-line, three studies were conducted. In the first, 173 second through eighth grade students were involved in an investigation of five approaches to vocabulary assessment: synonym in context, synonym out of context, cloze, oral recognition, and self-screening. Results revealed significant problems with the self-screening and oral recognition formats; they were therefore eliminated from the succeeding studies. A total of 184 first through fifth graders participated in the second and third studies, which further evaluated the three remaining formats. These studies also correlated the children's performance on the three paradigms with scores on a standardized measure of reading comprehension. The results suggest that no single format is superior in assessing vocabulary knowledge across all grade levels. Data from the third study also indicate lower correlations between vocabulary knowledge and comprehension ability for the second and third grades than for the fourth and fifth grades. (Author/FL)

ED 162 278 CS 004 482

*Amoroso, Henry Carmelo, Jr.*

**A Psycholinguistic Analysis of the Oral and Silent Reading Performance of Selected Standard IV Subjects in Trinidad and Tobago, West Indies. Technical Report No. 468.**

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Contract-NIE-G-78-0217
Note-149p.
**EDRS Price MF-$0.83 HC-$7.35 Plus Postage.**
Descriptors-Doctoral Theses, Elementary Education, Foreign Countries, *Nonstandard Dialects, *Oral Reading, *Psycholinguistics, Reading Ability, Reading Comprehension, *Reading Difficulty, *Reading Research, Reading Skills, *Silent Reading

Students from Trinidad and Tobago, West Indies, participated in a study to determine their overall reading ability as measured by norm- and criterion-referenced reading tests and to discover the extent to which linguistically related reading difficulties were manifested in their oral and silent reading performance. The Gates-MacGinitie Reading Test and four subtests of the Wisconsin Tests of Reading Skill Development: Word Attack were administered to 200 good and poor readers in their fifth year of formal education. Approximately half of the test booklets were randomly selected and scored and the subjects were divided into good, deficit, and difference reading ability groups. Subjects from each group were asked to read a test passage into a tape recorder and then to retell it in their own words. Five tapings from each group were selected for miscue analysis. Conclusions drawn from the data are: no group of readers was observed to make highly effective use of oral or silent reading strategies as a means of facilitating meaning acquisition; regardless of reading ability, subjects encountered difficulties in consistently maintaining the grammatical and meaning structures of materials written in standard English; and few subjects were able to adequately verbalize about the stories they read. (Author/FL)

ED 162 279 CS 004 483

*Klopp, Pamela M. And Others*
**Technical Manual for Forms P and Q of the Wisconsin Tests of Reading Skill Development: Comprehension. Technical Report No. 465.**
Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Contract-NIE-G-78-0117
Note-130p.; Some tables may not reproduce well due to small type
**EDRS Price MF-$0.83 HC-$7.35 Plus Postage.**
Descriptors-*Criterion Referenced Tests, Educational Assessment, Elementary Education, Measurement Techniques, Readability, *Reading Comprehension, *Reading Development, *Reading Skills, *Test Construction
Identifiers-*Wisconsin Tests of Reading Skill Development

The procedures used in developing test forms P and Q of the Wisconsin Tests of Reading Skill Development: Comprehension'' are described in this report. The criterion-referenced tests assess the 40 skills and objectives of the Wisconsin Design for Reading Skill Development: Comprehension'' commercial edition. The report contains individual test descriptions as well as general descriptive information regarding readability specifications, item content and test format, test directions, scoring and use of test results, and the tryout population. A rationale for test criteria, estimated summary statistics for both test forms, and actual summary statistics determined by administering the commercial edition are provided. Appendixes include the statement of skills and objectives for the test, estimated summary statistics for forms P and Q, item writing guidelines, and a list of selected Design''-related studies. (Author/FL)

ED 162 280 CS 004 484

*Smith, Mabel G.*

**A Comparison between Oral Reading Miscues of Readers with Normal Intelligence and Educable Mentally Retarded Readers. Technical Report No. 469.**

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Oct 78

Contract-NIE-G-78-0217

Note-166p.; Tables marginally legible due to small type

**EDRS Price MF-$0.83 HC-$8.69 Plus Postage.**

Descriptors-Average Students, Comparative Analysis, *Context Clues, *Decoding (Reading), *Educable Mentally Handicapped, Elementary Secondary Education, Mental Retardation, *Miscue Analysis, *Oral Reading, Reading Comprehension, Reading Difficulty, *Reading Processes, Semantics, Syntax

The oral reading miscue patterns of 26 normal students in grades one, two, and three were compared with those of 26 educable mentally retarded students from primary, intermediate, and junior high school classes. Intelligence quotients ranged from 94 to 137 for the normal students and from 50 to 80 for the retarded students. During the testing sessions, pupils read three selections they had never seen before; their oral reading was tape recorded, and miscues were later recorded and analyzed according to reading miscue inventory criteria. Among the results were that mentally retarded and normal readers displayed similar abilities to utilize sound and graphic cues in decoding unknown words, and that the two groups substituted single words of the same grammatical function to a similar degree. Normal readers, however, appeared to correct more miscues than did retarded readers and to be more proficient in producing grammatically and semantically acceptable structures when reading, while mentally retarded readers showed a tendency to make a greater number of meaning-changing miscues. Normal readers showed a greater tendency to use meaning-based and grammar-based cues and to correct miscues efficiently, while retarded readers tended to use grammar-based cues while often ignoring meaning factors. (Author/GW)

*Connor, Ulla*

**A Study of Reading Skills among English as a Second Language Learners. Technical Report No. 471.**

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Oct 78

Contract-NIE-G-78-0217

Note-265p.

**EDRS Price MF-$0.83 HC-$14.05 Plus Postage.**

Descriptors-Cultural Factors, Doctoral Theses, Elementary Secondary Education, *English (Second Language), *Listening Comprehension, Questionnaires, *Reading Comprehension, *Reading Research, Reading Skills, *Second Language Learning, Socioeconomic Influences, *Word Recognition

Ninety-one English-as-a-second-language (ESL) students in grades two through twelve and 781 native English-speaking students in grades two, four, and six participated in a study to examine the relationships among word identification, reading comprehension, and listening comprehension of ESL students and to compare word identification and reading comprehension skills of ESL and native English-speaking students. The study also sought to determine the effects of certain individual and socioeconomic variables on ESL students' reading comprehension. The findings revealed that native speakers performed significantly better than ESL students on the word identification tasks, and that there was a positive correlation between ESL learners' reading and listening skills. No association was shown between ESL students' first-language background and their performance on word identification tasks, nor was the ability to read in English affected by reading skills in the first language or by its structure. Clear patterns were evident among the ESL students' reading performance and language background, length of residence in the United States, amount of English spoken at home, and amount of television watched. However, no pattern appeared between the ESL students' reading performance and their sex, sibling position, amount of ESL instruction, or socioeconomic status. (Appendixes include tests, passages and questions, questionnaires, and parent permission letters and forms used in the study.) (FL)

ED 162 282 CS 004 486

*Carneal, Ann S.*

**An International View of Primary Reading Practices.**

Pub Date- 77

Note-41p.; Report prepared at Barry College ; Reproduced from best copy available

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Beginning Reading, Class Organization, *Comparative Education, Early Childhood Education, Early Reading, *Foreign Countries, Parent Participation, *Reading Instruction, Reading Materials, Reading Programs, *Reading Research, Teaching Methods

Data on beginning reading practices in 23 countries are presented in this report. Each entry provides information about the age at which children are introduced to reading; the methods, materials, and classroom organization used in the primary reading classes; and the involvement of parents and family in beginning reading activities.

Selected European countries are discussed first, followed by the Scandinavian countries, the Soviet Union, the United Kingdom, Canada, Australia, and New Zealand. Next, selected countries in the Orient are examined, followed by three South American countries, India, Nepal, and Israel. Finally, several Third World nations are briefly discussed. (FL)

ED 162 283 CS 004 487

*Weaver, Phyllis Shonkoff, Fredi*

**Research Within Reach: A Research-Guided Response to Concerns of Reading Educators.**

Central Midwestern Regional Educational Lab., St. Ann, Mo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-139p.

**EDRS Price MF-$0.83 HC-$7.35 Plus Postage.**

Descriptors-Beginning Reading, Elementary Education, Literature Reviews, *Reading Comprehension, *Reading Difficulty, *Reading Instruction, *Reading Readiness, *Reading Research, *Reading Skills

In an attempt to find a new approach to making research applicable to the classroom, this book is organized around questions about reading instruction posed by a group of 14 teachers, supervisors, and administrators. The book contains 24 questions presented in the form of actual classroom situations. In order to clarify the question, each of these scenarios provides information about the context in which the problem arose. Each scenario is followed by a discussion which draws on research findings and professional experience; references recommended for additional reading on the topic are also included. The scenarios are divided into five categories: the nature of reading and its instruction, reading readiness, developing reading skill, reading comprehension, and difficulties in developing reading skill. (FL)

ED 162 284 CS 004 488

*Thomas, James L.*

**Time as a Factor in Reading Comprehension.**

Pub Date-76

Note-14p.; Study prepared at North Texas State University ; Best copy available

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Achievement, *Content Reading, Elementary Education, *Elementary School Science, Grade 4, *Illustrations, *Reading Comprehension, Reading Research, *Time Factors (Learning)

A number of areas concerning the use of pictorial illustrations in the comprehension of instructional materials still need empirical investigation. One such area, the influence of time on the reading comprehension of science materials, was explored in a study involving 108 fourth graders. Selections covering topics with which the students were least familiar were chosen from four fourth grade textbooks. The selections were reproduced on slides in one of three ways: text with color photographs, text with pictures which had been reduced to line drawings, and text without pictures. The subjects were divided into high, medium, and low achievement levels and each read selections on two different topics while being timed. After each reading, each subject was administered a reading comprehension test. Analysis of the results indicated that varying the pictorial illustrations did not affect the time required by students at the three achievement levels to comprehend the materials. (FL)

ED 162 285 CS 004 490

*Monson, Dianne L.*

**A Look at Humor in Literature and Children's Responses to Humor.**

Pub Date-Aug 78
Note-22p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Booklists, Characterization, *Children, *Childrens Books, *Childrens Literature, Elementary Education, Folk Culture, Foreign Countries, *Humor, *Literary Analysis, Literature Appreciation, Literature Reviews, *Research
Identifiers-*Reader Response

Humor in literature and children's responses to humor deserve serious study. Humor in literature may focus on a character's method for coping with a disturbing situation, problems (such as riddles) that engender sudden insights when things fall into place, or ludicrous characters. Incongruity and surprise also play an important part in humor and occur in many children's books. The tragi-comic development in children's literature may be traced back to oral folk literature; and children's books around the world provide examples of character humor, incongruity between reality and fantasy, ridiculous or slapstick situations, and word play. Psychologists have studied children's response to humor from a Piagetian standpoint, the relationship of comprehension and moral development to children's humor responses, and maturational differences in response. Other relevant research has included studies of the relationship of intelligence to children's humor choices, the types of humor children prefer, and children's reactions to various kinds of humor stimuli. Teachers can carry out their own action research to find out what children laugh at. (The paper lists 51 books and articles, including humorous children's books and relevant research reports.) (GW)

ED 162 286 CS 004 493

***Wooden, Sharon Lee***

**Utilizing the Monroe Scales to Evaluate Oral Language.**

Pub Date-Oct 78
Note-8p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (7th, Little Rock, Arkansas, October 5-7, 1978); Appendixes A and B removed due to copyright restrictions
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Ability Identification, Child Language, Elementary Education, Informal Assessment, Language Development, *Language Usage, *Rating Scales, Skill Development, *Speech Skills, *Teaching Techniques, *Thought Processes
Identifiers-*Monroe Oral Language Scale, *Oral Language

Four scales developed by Marion Monroe for recording, describing, analyzing, and rating children's oral language skills are described and presented in this paper. The skills assessed by the scales are first described as follows: (1) how a child thinks, as revealed by the quality of ideas; (2) how a child thinks, as revealed by definition of words; (3) how a child uses words, as revealed by ability to verbalize ideas; and (4) how a child uses words, as revealed by command of sentence structure. Eighteen activities are then described that will encourage children to expand their vocabularies and express themselves orally. (GW)

ED 162 287 CS 004 495

*Dworkin, Nancy Dworkin, Yehoash*
**Model Reading Institute.**
Pub Date-Mar 78
Note-12p.; Paper presented at the Annual Meeting of the State of Maryland International Reading Association Council (6th, Baltimore, Maryland, March 9-11, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Differentiated Staffs, Elementary Education, Inservice Teacher Education, *Learning Activities, Open Education, *Program Descriptions, *Reading Programs, *Remedial Reading Programs, Small Group Instruction, Staff Utilization, *Summer Programs, Teaching Methods

The 1978 Summer Reading Institute, which served 58 Washington, D.C., elementary school children, is described in this paper. Major characteristics of the program model are first identified, along with elements that were added to the model in the preplanning stage. Numerous aspects of the program are then described, including the make-up of the student body, staff, and teenaged tutorial staff; pre-program interviews and planning; organizational structure and daily schedule; field trips and special events; the formation of a media and resource room; principles on which the program was based; teaching approaches that emerged; the creation of an open, exciting school environment; planning and staff training activities; and the selection by each staff member of two or three children to whom they would give special attention. The Institute is summarized as a place in which intellectual discipline was introduced to children considered school failures, reading was noisy and exciting, resource rooms were designed for action, halls and playgrounds were turned into classrooms, and liking children was planned and not accidental. Activities in which children participated are then described, including sustained silent reading, learning to read song lyrics, writing about emotions, taking field trips, and receiving books of their own. (GW)

ED 162 288 CS 004 496

*Artley, A. Sterl*

**Reading Teachers I Have Seen.**

Pub Date-Aug 78

Note-13p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Educational Research, *Effective Teaching, *Reading Instruction, *Teacher Behavior, Teacher Evaluation, *Teaching Techniques

Both research about what teachers do that makes a difference in pupil learning and observation of teaching practices give information about what is effective and helpful in teaching reading. Research shows that effective teachers spend more time in task-related activities and less time dealing with matters unrelated to course content. They understand their objectives, are carefully organized, and give close attention to pupils working independently. There is a close association between teacher expectation and pupil learning. Use of interchangeable responses (summary responses made by teachers to pupils' questions or statements) is an effective teaching technique. An anomaly is that effective teachers of low socioeconomic status pupils do not encourage pupils to analyze, synthesize, evaluate, or do anything other than answer narrow questions asked by the teacher. This anomaly indicates that techniques appropriate for one age or group may be inappropriate for another. In observing teachers, it is possible to see that bored teachers produce bored children. Reading aloud, commendation for successful performance, absence of censure for poor performance, and allowing independent reading time are all effective techniques observed in classrooms. (TJ)

ED 162 289 CS 004 497

*Usova, George M.*
**A Model for Faculty In-Service in the Secondary Reading Program.**
Pub Date-May 78
Note-10p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Content Reading, *Faculty Development, *Group Discussion, Group Dynamics, *Inservice Teacher Education, *Problem Solving, *Reading Instruction, *Reading Programs, Secondary School Teachers,

Teacher Improvement

The Structured Discussion Approach (SDA) is a continuing inservice program in which faculty members mutually decide upon and attempt to solve common instructional problems. The five steps in the SDA are: identify the major instructional problems felt by the faculty, discuss with the faculty the framework behind the SDA, prepare for the outside reading phase of the SDA, begin with a trial procedure on topic one, and evaluate the process and understandings gained. The SDA allows faculties to develop independence and expertise in identifying and solving problems together. (TJ)

ED 162 290 CS 004 498

*Heimberger, Mary J.*

**Continued Focus on Families for Cultural Appreciation, Curriculum Planning, and Tutoring in Reading.**

Pub Date-Aug 78

Note-18p.; Paper presented at the Annual Meeting of the International Reading Association World Congress on Reading (7th, Hamburg, West Germany, August 1-3, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Beginning Reading, *Parent Child Relationship, *Parent Participation, Parent School Relationship, *Parent Teacher Cooperation, Primary Education, *Reading Interests, Reading Programs, *Role Models, Teacher Aides, Volunteers

Identifiers-*Reading Attitudes, Reading to Others

There are a number of ways in which parents can serve as role models in helping children to value reading, including parent-child sharing of culture through family rituals, reading aloud to children or having the children read aloud, tutoring at home and in the schools, using home learning kits for skill development and to provide a carry-over of skills learned in school, and serving as paid or volunteer teacher aidesreceiving training and becoming vital participants in reading programs in the schools. Parents are often in a good position to discover children's interests and to perceive their emotional reactions toward the reading situation. They should be encouraged to visit and observe school reading programs and to act as volunteers or as resource persons. (TJ)

*Benson, Marjorie Wilson, Lois Fair*

**The Arizona Young Authors Conference and Young Readers Award: A School District's Support Program.**

Pub Date-May 77
Note-9p.; Paper presented at the Annual Meeting of the International Reading Association (22nd, Miami Beach, Florida, May 2-6, 1977)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-College School Cooperation, *Composition Skills (Literary), Conferences, *Creative Writing, Elementary Education, Junior High Schools, *Literature Appreciation, Reading Interests, *Reading Programs, *State Programs, Student Motivation, Student Publications, Teacher Workshops
Identifiers-*Arizona Young Authors Conference, *Arizona Young Readers Award

The Arizona Young Authors Conference and Young Readers Award are the culminating activities in a two-year cyclical program designed to expand the reading and writing of children throughout the state. During the 1975-1976 school year, elementary school students reproduced their writing in their own bound books; Young Authors Conferences were then held at individual schools, followed by mini-conferences at local junior high schools and then by a state conference to which children from each school were invited. The 1976-1977 Young Readers Award program, which involved elementary and junior high school students in reading activities, culminated with an autograph party and ceremony at which an award was presented to Judy Blume, the author of the book chosen by the students as their favorite. During the Young Authors Conference year, school district personnel worked closely with University of Arizona personnel, a state committee provided overall coordination, and liaison persons provided practical help and information about the program to teachers, librarians, and principals. District workshops on book making and creative writing were held for teachers, and principals took an active role in the program. A second biannual Young Authors Conference was planned for the 1977-1978 school year. (GW)

ED 162 292 CS 004 502

*Adams, B. Barbara Ollila, Lloyd O.*

**An Investigation of Reading Readiness Tests, and of Selected Auditory Perception, Visual Perception, and Language Skills Involved in Reading Readiness.**

Pub Date-Oct 77

Note-24p.; Paper presented at the Annual Meeting of the International Reading Association Transmountain Regional Conference (3rd, Vancouver, British Columbia, Canada, October 20-22, 1977)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Auditory Perception, *Beginning Reading, Grade 1, Language Development, *Predictive Ability (Testing), Primary Education, Reading Achievement, *Reading Readiness, *Reading Readiness Tests, Reading Research, Sex Differences, *Test Construction, Testing, Visual Perception

Designed to explore new reading readiness predictors that are not found extensively in the more commonly used commercial group tests and to develop new indices to measure the level of reading readiness of beginning first graders, a study was undertaken involving 115 children. The factor of sex in reading readiness was also investigated. An experimental test composed of subtests in predicting outcomes, basic language concepts, spatial relations concepts, and auditory reception was administered to the subjects at the beginning of the 1975-76 school year. The Canadian Readiness Tests (CRT) were also administered at that time. In February, the Bond-Balow-Hoyt (BBH) reading development tests were given. Results show that the learning rate subtest of the CRT and the spatial relations concepts subtest on the experimental test were significant predictors of reading achievement on all subtests of the BBH. No significant differences were found in reading readiness between boys and girls on the experimental test. However, on the CRT there were significant differences between the sexes on the word matching and semantics subtests. The reading achievement tests showed no significant differences. (FL)

ED 162 293 CS 004 504

*Daku, Joseph Casey, John*
**Young Authors: Writing for Real.**
Pub Date-Jan 77
Note-27p.; Paper presented at the Winter Conference of the New Jersey Reading Teachers Association (McAfee, New Jersey, January 1977)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Composition (Literary), Composition Skills (Literary), Editing, Elementary Secondary Education, *English Instruction, Feedback, Guidelines, *Language Arts, Layout (Publications), *Student Publications, Writing
Identifiers-Book Binding, *Book Production

Step-by-step guidelines for teaching students the processes involved in conceiving, writing, editing, and binding books are presented in this paper. Following a discussion of the values and aims of such a project, possibilities are noted for making class, small group, or individual books. Guidelines are then provided for helping students become involved in the project, find subjects, plan how to treat their subjects, research their subjects, refine and organize their materials, work in workshop situations to obtain feedback and criticism, and complete the processes of writing a first draft, editing and proofreading, writing a second draft, and making a dummy of the book (for which detailed instructions are included). Suggestions for evaluation follow, after which a three-stage editing checklist is provided to help students edit their papers after reading them aloud to the class, reading them to partners, and checking each other's papers for mechanical errors. Illustrated instructions for binding a book are then presented, divided into preliminary comments, a list of materials needed, and step-by-step instructions for preparing book pages, preparing and sewing book spines, making book covers and covering the books, and putting books together. (GW)

ED 162 294 CS 004 505

*Martin, Deanna C. And Others*

**The Learning Center: A Comprehensive Model for Colleges and Universities.**

Pub Date-Sep 77

Note-156p.; Manual prepared at Aquinas College

Available from-Mary Lorton, Developmental College Studies, Aquinas College, Grand Rapids, Michigan 49506 (Write for price)

**EDRS Price MF-$0.83 HC-$8.69 Plus Postage.**

Descriptors-Affective Objectives, *Guides, Higher Education, Individualized Instruction, Instructional Staff, *Learning Laboratories, Needs Assessment, *Program Administration, *Program Design, Program Evaluation, Questionnaires, Remedial Instruction, *Study Skills, Teaching Methods

Intended for use by educators responsible for developing post-secondary learning centers, this manual emphasizes the design and administration of such centers rather than the various aspects of skill instruction. Its seven chapters discuss the concept of a learning center; the components of the model, including a supplemental course, recruitment and selection of staff, the training of tutorial and teacher assistants, learning materials, distinct labs, noncredit readiness in content areas, and extension of the model; diagnosis of institutional and individual needs; instructional methodology, specifically listening, notetaking, study skills, vocabulary, and comprehension; affective considerations, with a discussion of a ``relaxation'' project; evaluation, including sample data and forms; and proposal preparation. (FL)

ED 162 295 CS 004 506

*Moore, Betty Jean*
**But What Do You Do with an Aide...A Tutor...A Parent?**
Pub Date- 78
Note-10p.; Guide prepared at Southwest Texas State University
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Paraprofessional School Personnel, Parent Participation, Primary Education, *Reading Instruction, *Teacher Aides, Tutors, *Volunteers

Paid or volunteer assistants can help a teacher in several ways. They can give students positive reinforcement and can help them correct their work. Assistants can also perform specific tutorial tasks including directing oral reading, assisting with phonics and sight vocabulary, and helping students improve their comprehension. (TJ)

ED 162 296 CS 004 507

*Goldman, Florence*

**Factors Demonstrating Effectiveness of Reading 100.**

Pub Date-78

Note-8p.; Paper presented at the Annual Meeting of the International Reading Association Plains Regional Conference (6th, Kansas City, Missouri, March 30-April 1, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Course Evaluation, *Developmental Reading, Higher Education, Reading Improvement, *Reading Research, *Reading Skills, Remedial Reading, *Study Skills

The performance of 35 students with low and medium reading scores who took a reading and study skills course at a community college was compared with that of 27 students who had similar reading skills (as judged on a standardized test) but who did not take the reading course. Comparisons were made in the areas of the number of semester hours each group completed, the number of students who returned the semester following the reading course, and the grade point averages of each group. A significant difference was shown between low reading skill students who took the course and low reading skills students who did not take the course in terms of number of semester hours completed during the semester the course was offered. On no other comparison did any reliable difference occur between students who took the course and students who did not take the course. (TJ)

ED 162 297 CS 004 508

*Sullivan, Emilie Paul*

**Integrating Pre-Reading Skills into the Kindergarten Curriculum.**

Pub Date-May 78

Note-12p.; Paper presented at the Annual Meeting of the International Reading Association (23rd, Houston, Texas, May 1-5, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Beginning Reading, *Cognitive Development, *Kindergarten, Perceptual Development, *Prereading Experience, Primary Education, *Reading Readiness, *Teaching Techniques

Identifiers-*Reading Attitudes

One approach to preparing kindergarten children for beginning reading combines a meaningful print environment with active student involvement in the learning process. The environment of the classroom from the beginning exposes children to meaningful printed words and symbols. Children use name tags not only for identification but also as a way for the teacher to take attendance through the year. From daily calendar use, children learn awareness of time word boundaries, left-to-right sequence, number concepts, sound-syllable relationships, and sight-word identification. Job charts, activity charts, and labeling are other ways of making children aware of printed meaning and helping them develop sight-word identification skills. Nursery rhymes, songs, and stories read aloud by the instructor are also used to enhance reading skill development. The overall purpose of this program is to develop positive atttiudes toward reading as well as to develop cognitive skills. (TJ)

ED 162 298 CS 004 512

*Miccinati, Jeannette Louise*

**Classroom Materials: How Readable Are They in Relation to Your Students' Ability?**

Pub Date- 76

Note-12p.; Guide prepared at the State University College at Buffalo; Example 1 removed due to copyright restrictions

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Classroom Materials, *Cloze Procedure, Elementary Secondary Education, *Readability, *Readability Formulas, *Reading Comprehension, Reading Instruction

This paper on readability begins with a brief discussion of comprehension, including a definition, and then lists factors that influence comprehension, such as knowledge of vocabulary, long passages that are ambiguous, digressions, and unnecessary restatements. The paper then explores readability and presents a graph for estimating readability and instructions for using it. Finally, the paper focuses on cloze procedure, explains when and why cloze procedure can be used, and gives directions for constructing, administering, and scoring a cloze test. (TJ)

ED 162 299 CS 204 112

*Gamlin, P. J.*

**Writing as Intention.**

Pub Date-Mar 78

Note-40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 24-31, 1978)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Cognitive Development, *Cognitive Processes, Communication (Thought Transfer), *Communication Skills, Composition (Literary), Concept Formation, *Creativity, Learning Theories, Research Proposals, *Writing, *Writing Skills

Focusing on the process by which intentions get expressed in written form, this article presents a theory of communicative competence based on the development of the part-whole'' thinking process. Specific topics discussed in the article are: speech act theory; speech act theory and theories stressing the importance of subject cognition; genetic epistemology, creativity, and the writing process; and a theory of creativity and the writing process. Proposals are presented for a research program designed to assess the effects of giving instruction as to the purpose for writing and to investigate how the means to writing are brought into focal'' or subsidiary'' awareness to more effectively realize the writer's intentions. (FL)

ED 162 300 CS 204 182

*de Beaugrande, Robert*

**The Psychology of Language and the Teaching of English.**

Pub Date-79
Note-15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (30th, Minneapolis, Minnesota, April 4-7, 1979)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Communication (Thought Transfer), *Composition (Literary), *English Instruction, Information Theory, *Psycholinguistics, Syntax, *Thought Processes, Transformation Generative Grammar, *Writing

The difficulty of obtaining usable information about the mental processes involved in the use of language has been a major obstacle in the design of effective writing programs. The antipsychological, behavioristic bias of American linguistics, which prevented any study of the deeper mental processes of language production, was remediated in part by the evolution of transformational grammar, although the preoccupation was still with syntactic formation rather than with thoughts and their expression. Recent investigations in psychological research have been more promising with regard to their applicability to teaching language skills. (1) Syntax plays a limited role in the processing of language, being applied late in text production and soon forgotten in text comprehension. (2) Grammatical decisions in the formation of a single sentence cannot be made without knowledge of the overall flow of the text. (3) The concept of "frame" is now being used to classify the shared knowledge, beliefs, and attitudes prerequisite to communication; into this field the individual introduces nonexpected material in the form of news or opinion. (4) Effective writing proceeds when the writer achieves the optimum balance between what the reader already knows and what he or she is now being told. (5) Finally, good writing is not inventive, but recombinational. (DS)

ED 162 301 CS 204 296

*Entine, Lynn B.*

**The Effect of Pace on Listener Interest in Educational Radio Messages.**

Pub Date-Aug 78

Note-28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Audiences, Broadcast Industry, Communication (Thought Transfer), *Educational Radio, Higher Education, Instructional Media, *Listening Comprehension, *Listening Groups, Mass Media, *Pacing, Personal Interests

Identifiers-Communication Research

Assuming that radio listeners are more interested in programs where the pace is faster, two versions of a six-minute interview were devised and tested on 97 adult church choir members. Prior to the experiment, participants completed a questionnaire that requested information on their age, sex, education, radio station preference, and listening time. One group listened to a slow version of the interview where the speaker spoke for longer uninterrupted periods and responded to only four questions. The other group heard a faster version which contained 12 questions and answers. Results indicated that although there was no variation in the immediate responses from the two groups, the listeners who heard the slow version tended to recall the interview as being shorter and simpler than did the listeners who heard the faster version. Therefore, the positive effect of faster pacing was not proven. A statistically significant correlation found between immediate response and pre-existing interest in the content of the tape indicated the need for a more sophisticated match of audience profile, message content, and message structure in educational radio messages. (Author/MAI)

ED 162 302 CS 204 308

*Brown, Garth H.*

**Observing Children Writing: The Activity and the Product.**

Pub Date- 77

Note-21p.; Study prepared at the State College of Victoria at Coburg ; Reproduced from best copy available

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Child Language, Children, *Composition (Literary), *Creative Writing, Elementary Education, Language Research, Narration, Observation, *Story Telling, Task Performance, *Writing, Writing Skills

Identifiers-Britton (James), *Composition Process

In a small informal study of the process of children's writing, three children, aged 9, 10, and 11, were observed as they wrote. Specifically, the study sought to discover how the children approached the task of writing, the manner and extent of their interaction, and the result of this interaction upon their writing. Each child's writing was also examined to determine how it fit into the three modes of James Britton's model of language functions: expressive (language which remains close to the speaker), transactional (language to get things done), and poetic. In addition, the study attempted to discover what constituted a story to the children. Each child was told on the night previous to the planned writing activity to give some thought to the writing of a good story, and the actual writing was completed in approximately one hour in an informal setting. The results suggest that interaction among the children did not appear to interfere greatly with their finished stories and, despite the interaction, the children wrote individual stories. In terms of Britton's model, all three stories fell on the continuum between expressive and poetic writing. In addition, the children showed a clear idea of what a story should be like and used these notions in their writing. (Charts of the children's comments and behaviors during the activity and copies of their stories are appended.) (FL)

ED 162 303 CS 204 323

*Stanley, Julia Penelope*
**The Sexist Tradition: Words and Meaning.**
Pub Date-Nov 77
Note-20p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (67th, New York City, November 24-26, 1977)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Elementary Secondary Education, *English, English Instruction, *Females, Higher Education, Language Arts, *Language Attitudes, Language Usage, Linguistics, *Semantics, *Sex Discrimination, Sex Role, *Sex Stereotypes, Social Attitudes

Because of the built-in stereotyping and derogation of women that exists in the English language, the classroom teacher must face the task of finding practical answers to three popular attacks against research on sexism in English: language is a rather minor and irrelevant issue; there is no need to change language from the way it has always been; and words have meaning only in context or usage, so sexism is not in language but rather in people. In response to the first attack, research reveals that far from being trivial, language is the vehicle that expresses attitudes and influences thinking. When sexist attitudes structure English, male power is reinforced and women are repressed. Likewise, a historical perspective reveals that language changes constantly and, more significantly, the use of male-specific pronouns as the pronoun of reference for both sexes occurred deliberately as an act of the British Parliament in 1850. Although the third attack, placing the meaning of words according to the speaker's intention, is impossible to measure accurately, numerous words in the English language illustrate that masculine words or forms are positive in meaning or connotation, while feminine words and phrases indicate weakness or negative implications. (MAI)

ED 162 304 CS 204 334

*Wright, Donald K.*
**Ethical Idealism: A Look at Journalists and Professionalism.**
Pub Date-Aug 78
Note-18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Ethical Values, Evaluation Criteria, Individual Differences, *Journalism, News Media, *News Reporting, *Professional Personnel, Professional Recognition, Standards

Despite a strong concern for ethical and responsible journalism, journalists themselves disagree as to whether their practice is a profession and if it is, which of the many definitions of profession'' describes it. Judged according to the following criteria sometimes used to describe other professions, journalism cannot be classified as a profession: training successful journalism does not require specialized intellectual training; professional responsibility reporters and publishers differ radically on this issue; professional organizations the print and broadcast journalist is not represented directly by any group; professional regulation this occurs outside the field, rather than from within; professional pride a lack of pride is reflected in the low economic status and high attrition rate among reporters; and ethical standards the journalist is monitored from outside the field. Rather than judge the practice of journalism, it seems fairer to evaluate individual journalists as professional or non-professional according to the importance of their work, the integrity involved, and the responsibility and time that are demanded. (MAI)

ED 162 305 CS 204 377

*Kerek, Andrew*

**Beyond Sentence-Level Combining: Options in the Rhetorical Context.**

Pub Date-Mar 78

Note-10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-College Freshmen, *Composition (Literary), *Composition Skills (Literary), English Instruction, Higher Education, Language Patterns, *Rhetoric, *Sentence Combining, Sentence Structure, Syntax, *Writing Exercises

In spite of a number of unanswered questions regarding its place in the teaching of composition and the lack of agreement on why it is effective, sentence combining (SC) has become accepted as a useful skill building technique in regular composition classes. Attempting a broader context on the college level, SC was used exclusively to teach every aspect of composition to an experimental group of 150 students. The classes provided daily practice in putting sentences together in context and offered class discussion on the reasons for the students' syntactic and rhetorical decisions. Using SC, the students covered the basic principles of rhetoric and style as well as many of the problems of grammar, punctuation, and diction. Since the results of the course indicated significant gains for the students in all areas of composition as compared with a conventionally taught group, the process of SC raises the following possibilities for college composition classes: make sentence combining a total curriculum; permit the expansion of given patterns by the addition of new content in the exercises, thereby leading the student toward free writing; allow students to create their own "kernels" and exercises; and consider SC as a mechanism for organizing ideas within the larger units of discourse. (MAI)

ED 162 306 CS 204 409

*McRae, M. W.*

**Mining the Popular Culture: The Mass Media and Freshman Composition.**

Pub Date-78

Note-15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Composition Skills (Literary), *English Instruction, Higher Education, *Mass Media, *Popular Culture, Secondary Education, *Teaching Techniques, *Television

Identifiers-*Advertising

The study of mass media and popular culture in a composition class allows students and teachers together to develop a critical awareness of television and advertising. Jerzy Kosinski's book, Being There,'' a novel about the impact of television, is a beginning point for the study of television. Using that book as if it were a collection of events, pieces of evidence which may reveal a pattern, students can begin to form a statement that can be the thesis for an essay on television. A study of advertising may include awareness of the mythic and psychological appeals of advertising study of the demographic backgrounds of advertising campaigns or it may focus on the diction and essay structure in an advertisement. Another assignment which reveals popular culture consists of having students keep track of what they throw away for two or three days and then write an essay on what that reveals about themselves and society. Students might also consider how kitsch has demeaned the major rituals and celebrations such as death, marriage, birth, graduation, and retirement. Finally, students might write about a political speech and how media coverage affected their views on the subject. (TJ)

ED 162 307 CS 204 442

*Hirt, Paul S.*
**The Total'' Newspaper: Suggestions for a Wider Conceptual Approach to Education for Careers in Journalism. Revised.**
Pub Date-Aug 78
Note-18p.; For related document, see ED147832
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Audiences, Course Descriptions, Higher Education, Information Dissemination, Journalism, *Journalism Education, *Marketing, *News Media, *Newspapers, Publicize
Identifiers-Advertising

To assist journalism students in making informed decisions regarding newspaper work, a brief course was devised that was based on a total newspaper concept. Defining the newspaper as the interaction of all of its departments in a unique geographic, demographic, and economic setting, this course focused on the traditional approach to a newspaper; the total newspaper approach; the role of service in newspaper production; how to develop an operating structure to support the total newspaper concept, including the roles of each department, promotion, growth targets, setting goals and priorities, the promotion of editorial content, advertising volume, and circulation; and the role of public relations and other departments. (Ways to incorporate as well as broaden the concept in the journalism curriculum are also included.) (MAI)

ED 162 308 CS 204 443

***Weaver, Frances***

**Composing Processes: Ordering the Ideas.**

Pub Date-78

Note-26p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Cognitive Processes, College Students, *Composition (Literary), *Composition Skills (Literary), Discourse Analysis, Higher Education, *Information Processing, *Models, Psychological Studies

Identifiers-*Composition Process

Data for a study of the composition process consisted of student compositions written in response to four stimulus tasks (compositions written within unstructured, topical/Aristotelian, dramatic situation, and behavioral models), and students' introspective comments made in response to questionnaires, during taped discussions, and in individual interviews. These data were subjected to process analysis according to an adaptation of J.P. Guilford's Structure of Intellect Model for information processing, yielding four methods of ordering information: accretion, cross-section, juxtaposition, and counterpoise. Accretion, used with memory/evocation operations, organically develops a flow of ideas into a coherent unit. Cross-section and juxtaposition order cognition/clarification information by exposing composite units' components (cross-section) or by presenting two units so that the presented relationship clarifies both units. Counterpoise organizes evaluation/agreement operations either by adding sufficient information for criterion satisfaction or by replacing an unsatisfactory item with one that meets criterion requirements. (Author/RL)

ED 162 309 CS 204 450

*Lamb, Catherine E.*

**Exploring the Common Ground of Rhetoric and Logic.**

Pub Date-78
Note-13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Aristotelian Criticism, Cognitive Processes, Composition (Literary), English Instruction, *Expository Writing, Higher Education, *Logic, *Persuasive Discourse, *Rhetoric, Rhetorical Criticism

In teaching the principles of rational discourse in advanced expository writing, it is necessary to clarify the similarities and differences between the logic and rhetoric of Aristotle and to identify a common ground between the two. The study of logic within rhetoric focuses on the inductive standards used to support two kinds of argument: the general to particular, and the particular to general. These forms are defined by contrasting them with their counterparts in formal reasoning using the criteria of the strength of the relationship between premises and conclusion, and completeness. Rather than involving deductive logic and the rules for syllogisms and inference, rhetoric is concerned with defining these inductive standards through testing the truth of factual statements by considering a generalization according to the size, representation, and precision of the sample; testing the truth of evaluative statements by considering such criteria as correspondence, amount of relevant knowledge, and economy; and testing the link of evidence between the premises and conclusion-the inductive probability of the argument. With the focus on these inductive standards, the teaching of written discourse can concentrate on clear, precise language and the avoidance of fallacies. (MAI)

ED 162 310 CS 204 451

*Lindemann, Erika*

**A Conference for Teachers of Composition.**

Pub Date-78

Note-14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Composition Skills (Literary), *English Instruction, Secondary Education, *Teacher Attitudes, *Teacher Education, *Teacher Improvement

A five-week summer conference was arranged for high school English teachers in South Carolina to learn more about what happens as students learn to write, what teaching strategies would enhance their development, and how better writing courses might be designed and implemented. Participants, who wrote almost daily, were asked to examine their own writing processes: prewriting, writing, rewriting, and what it means to find and develop an idea.'' They discussed those processes and teaching strategies to encourage students to work effectively. A variety of techniques were used to help teachers view the writing process as a whole rather than as fragmented and oversimplified. Teachers' attitudes began to change from seeing themselves as arbitors of usage to seeing themselves as resources to help students understand the varieties of language which can be used for different purposes. Many also became convinced that students must discover writing principles on their own. (TJ)

*Kielbowicz, Richard B.*

**Limits of the Press as an Agent of Reform: Minneapolis, 1900-1905.**

Pub Date-Aug 78

Note-24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Change Agents, *City Government, City Officials, Court Cases, *Crime, *Journalism, Law Enforcement, Local History, *Newspapers, Police Community Relationship, Political Issues, Press Opinion, *Social Action

Identifiers-Ames (Albert), *Minnesota (Minneapolis)

The limited effectiveness of the press as an agent of reform is considered in this paper in view of the role of the Minneapolis press in the rise and decline of a corrupt city administration from 1900 to 1905. The paper first posits a continuum along which press effects on reform may be pinpointed; it then discusses the muckraking era, which included the period under consideration, and tells of Lincoln Steffens's  The Shame of Minneapolis,'' a muckraking article about the Minneapolis scandal. The following topics are then discussed: the scandal, which centered on the gathering of graft by Mayor Albert Ames and his associates, using police authority as leverage; the way the three Minneapolis newspapers covered the administration from 1900 through the 1902 grand jury indictments of administration officials and the resignation of Ames; reform attempts by the new administration; and the 1903 indictment and subsequent trials of Ames. It is concluded that even the two newspapers that opposed the Ames administration did not probe to uncover the underlying pattern of corruption, that the papers printed the most revealing stories about the scandal only after the grand jury had unearthed the details, and that the newspapers' prescriptions for reform were confined to the area of the replacement of corrupt personnel, rather than addressing more fundamental changes in government structures. (GW)

ED 162 312 CS 204 457

*Terrebonne, Nancy G. Terrebonne, Robert A.*
**The Patterning of Language Variation in Writing.**
Pub Date-Nov 76
Note-19p.; Paper presented at the Annual Meeting of the Midwest Modern Language Association (18th, St. Louis, Missouri, November 4-6, 1976) ; Best copy available
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Black Dialects, Black Students, *Dialect Studies, Higher Education, *Language Patterns, Language Research, *Language Variation, Sociolinguistics, Speech Communication, *Writing, Writing Skills

The occurrence of Black English Venacular (BEV) dialect features in the writing of 42 inner-city college students was studied using such sociolinguistic methods as variable rule analysis, computer programs, and implicational scales. A comparison of the patterns found in the subjects' writing with those found in spoken BEV revealed that sometimes, as in /-t, d/ deletion, the patterns in writing parallel the patterns in speech. However, in other cases, such as the hypercorrect verb plural s,'' the feature patterns in writing differ from those in speech. The results of this research should be directed toward composition teachers to help them understand their students' writing problems and also toward linguists to show that writing can also be a source of data to study the patterning of language variation. (FL)

ED 162 313 CS 204 465

*Coleman, Viralene J.*

**Competency-Based Tests: What Are the Alternatives?**

Pub Date-78

Note-15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Academic Achievement, *Composition (Literary), *Composition Skills (Literary), *Educational Alternatives, Evaluation Methods, *Grading, Higher Education, Informal Assessment, *Minimum Competency Testing, Peer Evaluation, Student Development, *Student Evaluation, Student Records

Thirteen alternatives to using competency based tests should be considered when diagnosing student competency in writing: teacher-made or departmental tests, teacher-student conferences, contractual grade agreements between student and teacher, student self-evaluation, individualized goal setting, keeping files or portfolios of student work, teachers' written comments on student papers, rating scales, diagnosing student growth in their handling of syntactic structures, peer criticism (workshop approach), collaborative learning (students teaching one another in mutual-interest groups), staff grading/cross grading (groups of teachers grade the same papers), and games/contests. Since English is too complex a subject to be measured by a single test, teachers can get a more accurate and fairer evaluation of student writing skills by using many kinds of evaluation methods. (RL)

ED 162 314 CS 204 469

*Sherwin, J. Stephen*

**Good Change, Bad Change, Changeless Change; or What Else is New and What's the Price?**

Pub Date-Sep 78
Note-16p.; Paper presented at the Annual Meeting of the New York State English Council (28th, Rochester, New York, September 21-23, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Achievement Tests, *Educational Accountability, Elementary Secondary Education, English Education, *English Instruction, *Evaluation Criteria, *Performance Based Teacher Education, Productivity, Responsibility, Standards

In contrast to the past, when English teachers were considered responsible for the quality of their instruction, the present push for accountability comes from outside the profession and has taken several forms including competency based teacher education (CBTE), licensing, and achievement testing. Mandated in several states, CBTE deals with the way in which teachers are trained and certified and involves cooperative programs between colleges and school systems that list in detail the skills, knowledge, and attitudes that future teachers are to acquire. Licensing, a substitute for conventional certification, recommends that teachers be licensed in the same way as other professional practitioners such as doctors and lawyers and that teaching receive the same legal status. Accountability in the form of achievement testing requires that students pass tests at various educational levels before moving to the next level. While the accountability movement can be positive in its impact on priorities, organization of instruction, and skill and attitude identification, it is important that English educators take an active role in determining how the field is to be monitored and work toward a greater unity of purpose from within the profession. (MAI)

ED 162 315 CS 204 479

*Larkin, Ernest F. And Others*
**The 21-34 Year Old Market and the Daily Newspaper. ANPA News Research Report No. 1.**
American Newspaper Publishers Association, Washington, D.C.
Pub Date-8 Apr 77
Note-8p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Changing Attitudes, Individual Characteristics, Life Style, Mass Media, *Newspapers, *News Reporting, News Writing, *Reading Habits, *Reading Interests, Surveys, Television, Young Adults

Of a random sampling of 500 persons living in the Oklahoma City metropolitan area, 167 were in the 21 to 34 age group whose newspaper reading habits and attitudes toward newspapers were being studied. The profile of that group's attitudes toward news media, particularly newspapers, shows that these young adults are less ``newspaper oriented'' than adults over the age of 35, having generally more favorable attitudes toward television than toward newspapers. The 21 to 34 age group showed the highest interest in newspaper content, especially consumer information, that might help them in their day-to-day lives. If newspapers want to reach more young adult readers, they should improve the ease of reading, appear more modern, and offer more content bearing directly upon young adults' daily living habits. (RL)

ED 162 316 CS 204 481

*Kingman, Lee, Comp. And Others*
**Illustrators of Children's Books: 1967-1976.**
Pub Date-78
Note-259p.
Available from-The Horn Book, Inc., Park Square Building, 31 St. James Avenue, Boston, Massachusetts 02116 ($32.50 cloth, plus $0.84 postage)
**Document Not Available from EDRS.**
Descriptors-Artists, Biographies, Children, *Childrens Books, *Childrens Literature, Elementary Education, *Illustrations, *Visual Arts

As part of a continuing series, this fourth volume of Illustrators of Children's Books'' concentrates on the decade from 1967 to 1976. Four essays in Part One of the book discuss the state of the illustrator's art ( Book Illustration''), European picture books in the decade ( A View from the Island''), the Japanese picture book ( Where the Old Meets the New''), and the illustrated book as opposed to picture books ( In the Beginning Was the Word''). Part Two provides biographies of illustrators active during the period, while Part Three contains the bibliographies of those illustrators and of authors of children's books. Appendixes provide bibliographical notes for the essays in Part One, a list of the artists represented by illustrations, an index to this volume, a cumulative index to the biographies and bibliographies of all four volumes, and acknowledgments for copyrighted materials. (RL)

ED 162 317 CS 204 483

*Folta, Bernarr*
**Two Papers: Basics and Media. Occasional Paper Number 15.**
Indiana Council of Teachers of English, Terre Haute.
Pub Date-Jul 78
Note-15p.; The Indiana Council of Teachers of English is an affiliate of the National Council of Teachers of English
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Audiovisual Aids, Basic Skills, *Classroom Materials, *Educational Trends, English Curriculum, *English Instruction, *Mass Media, Secondary Education, Statistical Surveys, Teaching Methods

Together, the two papers in this report describe past, present, and future trends on the use of media, particularly in the English classroom. The first paper makes several projections about the use of media as a result of the back to basics'' movement. It defines basic'' education, explains the philosophical background of the movement, and offers five objections to it. The paper concludes with a discussion of the effects this movement will have on school media programs. The second paper is a statistical study describing what a selected group of Indiana schools was doing with media before the back to basics'' movement began. (FL)

ED 162 318 CS 204 484

*Tuttle, Frederick B., Jr.*

**Composing as the Curriculum: A Guide for Instruction in Written Composition, Grades K-12.**

Albion Central School District 1, N.Y.

Pub Date-78

Note-81p.; For related document, see CS204485

**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**

Descriptors-Class Activities, *Composition (Literary), *Composition Skills (Literary), *Curriculum Development, Curriculum Guides, *Curriculum Planning, Elementary Secondary Education, *Lesson Plans, Writing Exercises

Identifiers-*Composition Process

The Albion (New York) school district provides this guide to written composition instruction in its kindergarten through grade 12 curriculum because of the importance and necessity of writing, not only as a school activity but also as a lifelong intellectual, self-actualizing, and daily-living activity. Following a brief overview that summarizes the rationale for composing as the curriculum,'' a scope and sequence chart considers topics and lessons for each grade, listing them by mode of discourse (description, narration, exposition, persuasion, and poetry). The remainder of the guide details sample writing activities drawn from the scope and sequence chart, presenting the activities by the steps in the Albion Model'' of the composing process (stimulus, prewriting, writing, workshopping, rewriting, and submission to an audience). (RL)

ED 162 319 CS 204 485

*Blake, Robert W.*
**Rationale; Composing as the Curriculum: A Guide for Instruction in Written Composition, Grades K-12.**
Albion Central School District 1, N.Y.
Pub Date-78
Note-24p.; For related document, see CS204484 ; Best Copy Available
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Composition (Literary), *Composition Skills (Literary), *Curriculum Development, *Curriculum Planning, Educational Principles, Elementary Secondary Education, Evaluation Methods, Guidelines, Sentence Combining
Identifiers-*Composition Process

The guiding principles by which the Albion (New York) school district developed its written composition curriculum guide include two basic assumptions about the learning/teaching of composition skills and eight other assumptions that reflect salient features of the composing process. The fundamental assumptions are that writing can be taught and that everyone can learn to write. These assumptions can be realized across the curriculum if students maintain an awareness of their message, their audience, and their role in presenting the message to the audience. Students also must be familiar with the stages in the composing process (described in varying terminology and detail, but generally grouped as prewriting, writing, and revising activities), the types of writing or modes of discourse that exist (identified in various ways by Aristotle, the National Assessment, James Kinneavy, James Britton, and James Moffett), and some specific composition skills that need particular attention (sentence combining, grammar, diction, standard usage, and literary conventions). Teachers can help students learn those things by using workshops as part of their composition instruction activities, and by providing accurate writing assessment/evaluation, such as with a holistic rating scale. (RL)

ED 162 320 CS 204 486

*Smith, Edward J. Fowler, Gilbert L.*

**Group Magazine Publishing in the United States: A Descriptive Analysis.**

Pub Date-78

Note-15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Information Dissemination, *Journalism, Mass Media, *Media Research, *Periodicals, *Publications, *Publishing Industry

Identifiers-*Ownership

The magazine industry has thus far escaped the attention and regulation that both the newspaper and broadcast industries have received. The obvious defense of the magazine industry is the number and diversity of the separate publications of which it is composed. However, recent studies indicate that concentration of magazine ownership is increasing rapidly; today, 102 ownership groups control 480 magazines, with the ten largest groups controling 179 magazines. Seven of the ten are headquartered in New York City, and approximately 70% of all group-owned magazines are headquartered in either New York City or Los Angeles. Almost 68% of the circulation of group-owned magazines is controlled by groups in New York City. By topic, 55 farm magazines account for almost 12% of the group-owned magazines. The top ten of 47 categories account for almost 65% of the magazines. While the magazine industry has not yet experienced the concentration of ownership exhibited by the newspaper industry, the inclination toward such concentration is clear and may exert enormous influence on the industry in the future. (TJ)

ED 162 321 CS 204 487

*Woods, William F.*
**The Administration of a Writing Lab.**
Pub Date- 74
Note-12p.; Report prepared at Wichita State University
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-College Freshmen, English Instruction, Higher Education, *Remedial Programs, *Skill Centers, *Writing Skills

To assist future directors and tutors of a particular writing laboratory, this report outlines some of the procedures and activities that were involved in the first year of the laboratory's operation. The report outlines efforts to publicize the program with the administration and students, relates communication efforts between the laboratory and the freshmen English teachers, lists statistics on the participants, discusses the theory and practical aspects of the laboratory program, and offers a philosophical discussion on the function of a remedial writing program. (MAI)

*Thorndyke, Perry W.*

**Knowledge Acquisition from Newspaper Stories.**

Rand Corp., Santa Monica, Calif.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.
Pub Date-Dec 77
Contract-DAHC15-73-0181
Note-32p.
Available from-The Rand Corporation, Santa Monica, California 90406 ($3.00)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-College Students, Comprehension, *Discourse Analysis, Higher Education, Information Theory, Journalism, *Knowledge Level, *Learning Processes, *Newspapers, Prose, *Recall (Psychological)

Two experiments involving 105 undergraduates tested acquisition of knowledge from newspaper stories. Subjects studied either an actual newspaper story or an altered form of the story constructed by deleting the irrelevant and redundant information and restricting the remaining information into either a narrative, topical, or outline form. Presentation of any of the condensed versions of the story led to better recall than presentation of the entire news story. However, none of the structural reorganizations of the text information led to consistently superior recall relative to a passage that deleted the irrelevant information but maintained the story structure. These results contradict the theory that supposes a single, universal schema underlies the representation of all passages in human memory. (Author/FL)

ED 162 323 CS 204 492

*Ciborowski, Tom Price-Williams, D.*

**The Influence of Dialect and Stimulus Mobility on Hawaiian Children's Communication Skills.**

Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.

Pub Date- 74

Note-12p.; For related document, see CS204491

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Age Differences, *Communication Skills, Elementary Education, Hawaiian, *Language Usage, Motion, *Pictorial Stimuli, Pidgins, Standard Spoken Usage, *Visual Discrimination

Identifiers-Kamehameha Early Education Program

Thirty-two Hawaiian children in grades two, four, and seven participated in a study designed to test an ethnographic observation that rural Hawaiian children are highly sensitive to movement and location in their visual environment, and also to test the effect on the children of using Pidgin versus Standard English (S.E.). The children were divided into pairs; one child in each pair then viewed a videotape showing abstract shapes half of which were stationary and half of which moved across the screen and attempted to describe them to the other child. Half the subjects from each grade level performed the task in Pidgin and half in S.E. Analysis of the results indicated that the seventh graders committed significantly fewer errors than both younger groups; that the second graders committed slightly fewer errors when the task was performed in Pidgin, but that both fourth and seventh graders committed fewer errors when the task was performed in S.E.; and that there were no differences in performance when the stimuli moved compared with when they were stationary. (GW)

ED 162 324 CS 204 498

*Briand, Paul L., Jr.*
**Technology in the Teaching of Composition.**
Pub Date-78
Note-8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Audiovisual Instruction, *Composition Skills (Literary), *Computer Assisted Instruction, Educational Technology, *Electronic Equipment, *English Instruction, Higher Education, *Instructional Aids, Multimedia Instruction, Slides, Teaching Techniques, *Video Tape Recordings

The use of technology in teaching composition, which has increased in recent years, began with a few filmstrips on grammar. Then slide-tape presentations were used to stimulate writing, and overhead projectors helped in evaluating writing in class. Now, videocassettes are used to record commonly repeated minilectures and minilessons on spelling, punctuation, and other topics. Also, an electronic typewriter hooked up to a television screen is available for use in teaching spelling and to emphasize particular words in a sentence or particular parts of a word. An improvement on this would be to add color, keyed to specific parts of speech, so that the function of nouns, verbs, adjectives, and adverbs could be easily demonstrated. Computer-assisted instruction is being used to analyze compositions in terms of spelling, punctuation, grammatical errors, and other mechanical aspects of writing. Also, a computer can count the frequency of various types of clauses, phrases, verbs, and sentences so that writers can discover ways to increase the variety in their writing. Such mechanical analyses free the instructor to discuss such matters as selection of topic, narrowing to thesis, organization and development, and usage and style. (TJ)

ED 162 325 CS 204 499

*Muma, John R.*

**Language Handbook: Concepts, Assessment, Intervention.**

Pub Date-78

Note-380p.

Available from-Prentice-Hall, Inc., Publishers, Engelwood Cliffs, New Jersey 07632 ($15.95 cloth)

**Document Not Available from EDRS.**

Descriptors-*Clinical Diagnosis, Cognitive Development, *Communication Skills, Deaf Education, Educational Assessment, *Educational Diagnosis, Elementary Secondary Education, *Intervention, Language Arts, *Language Handicaps, Language Research, Language Skills, Learning Disabilities, Linguistic Patterns, Reading Difficulty, *Special Education, Speech Pathology

Written primarily for clinicians who have interests in language assessment and intervention techniques, this book is intended for the following clinical specialties: speech pathology, deaf education, mental retardation, reading disabilities, language arts, special education, learning disabilities, and school psychology. The book provides an integration and translation of theoretical issues in a conceptual framework for clinical assessment-intervention, and presents an overview of the literature on cognitive-linguistic-communicative systems. Specific topics covered in the 11 chapters include a model of appropriate language intervention; the nature of language; cognitive, linguistic, and communicative systems; language acquisition; assessment and intervention principles; and specific assessment-intervention procedures for cognitive, linguistic, and communicative systems. Appendixes list relevant publications and discuss semantic-syntactic domains, phonetic features, phonotactic processes, and developmental sequences and strategies. (FL)

ED 162 326 CS 204 500

*Miller, Edward And Others*
**How to Produce a Small Newspaper.**
Pub Date-78
Note-154p.
Available from-The Harvard Common Press, The Common, Harvard, Massachusetts 01451 ($9.95 cloth, $5.95 paper)
**Document Not Available from EDRS.**
Descriptors-Annotated Bibliographies, *Editing, *Journalism, Layout (Publications), *Newspapers, *Printing

A how-to manual for people interested in the mechanics of newspaper production, this book was produced by the editors of a small town newspaper. Chapters about content, printing, typography, pasteup, design and layout, advertising, circulation and distribution, financial matters, and deadlines contain practical discussions of details such as what typewriter is best for offset reproduction. A glossary of newspaper terms is included as is an annotated bibliography of publications likely to be useful in beginning a newspaper. (TJ)

ED 162 327 CS 204 502

*Seltzer, Leon E.*

**Exemptions and Fair Use in Copyright: The Exclusive Rights Tensions in the 1976 Copyright Act.**

Pub Date-78
Note-193p.
Available from-Harvard University Press, 79 Garden St., Cambridge Massachusetts 01460 ($17.50 cloth)
**Document Not Available from EDRS.**
Descriptors-Authors, Books, *Copyrights, *Federal Legislation, Laws, *Legal Problems, Publishing Industry, *Reprography
Identifiers-*Fair Use

To examine the possible impact of the 1976 Copyright Act on the workings of copyright in the United States, this book outlines the historical development of the copyright scheme, looks at how the 1976 act deals with the doctrine of fair use, analyzes the nature and effect of the new act's exemptions from copyright, and explores ways in which copyright legislation reconciles the public policy tensions that result from awarding authors exclusive rights to their work. The book contains appendixes with the following material: the Copyright Act of 1976; House and Senate committee reports on section 107 dealing with fair use; House, Senate, and conference reports on section 108 regarding reproduction by libraries and archives; the 1965 supplementary report of the Register of Copyrights on the general revision of the United States Copyright Law; and the 1935 ``Gentlemen's Agreement.'' (MAI)

ED 162 328 CS 204 503

*Nelson, Harold L. Teeter, Dwight L., Jr.*

**Law of Mass Communications: Freedom and Control of Print and Broadcast Media. Third Edition.**

Pub Date-78

Note-647p.

Available from-The Foundation Press, Inc., 170 Old Country Road, Mineola, New York 11501 ($16.00 cloth)

**Document Not Available from EDRS.**

Descriptors-*Censorship, Constitutional Law, Copyrights, Court Cases, *Federal Regulation, *Freedom of Speech, Higher Education, *Journalism Education, *Laws, Legal Responsibility, *Mass Media, Moral Issues

This book is divided into three major sections: principles and development of freedom of expression, rights in conflict with free expression, and communications law and the public interest. Specific areas covered in the two chapters of the first section are freedom and control and a historical background of freedom of expression. The second section contains nine chapters which cover defamation, the constitutional defense against libel suits, traditional defenses in libel, the law of privacy and the media, copyright, free press and fair trial, criminal words, contempt, and obscenity and blasphemy. The five chapters of the final section deal with access to government information, regulation of broadcasting and advertising, antitrust law and the mass media, and taxation and licensing. Appendixes contain abbreviations used in the book, selected court and pleading terms, a bibliography, advertising standards from the television code, and a discussion of Zurcher versus Stanford Daily.'' (FL)

ED 162 329 CS 204 504

*Goodheart, Eugene*
**The Failure of Criticism.**
Pub Date-78
Note-196p.
Available from-Harvard University Press, 79 Garden St., Cambridge, Massachusetts 01460 ($13.50)
**Document Not Available from EDRS.**
Descriptors-*Humanism, Intellectual History, *Literary Analysis, *Literary Criticism, *Modernism, Moral Criticism, *Moral Values, Nineteenth Century Literature, Standards, Twentieth Century Literature

Presenting the argument that contemporary criticism has lost its moral authority (and blaming modernism for that loss), Goodheart focuses on contending spiritual views. In particular he analyzes the dialectic between the Protestant-inspired humanist tradition of Carlyle, Arnold, Ruskin, and Lawrence and the decay of Catholicism represented by Joyce, Eliot, and others. The author argues that literary modernism renders suspect all privileged positions, and thereby undermines the critical art. To support this theory, he analyzes the work of a number of nineteenth century and contemporary novelists, poets, and critics. Chapter titles are modernism and the critical spirit; English social criticism and the spirit of reformation; the reality of disillusion in T.S. Eliot; the organic society of F.R. Leavis; a postscript to the higher criticism: the case of Philip Rieff; the formalist avant-garde and the autonomy of aesthetic values; aristocrats and Jacobins: the happy few in ``The Charterhouse of Parma''; Flaubert and the powerlessness of art; and the blasphemy of Joycean art. (FL)

ED 162 330 CS 204 505

*Matthews, Dorothy, Ed.*

**The Teaching of Writing: Illinois Teachers Report on Research & Practices. Sentence Combining as a Composition Technique.**

Illinois Association of Teachers of English, Urbana.
Pub Date-78
Note-53p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English ; Parts marginally legible due to small type
Journal Cit-Illinois English Bulletin; v66 n1 Entire Issue Fall 1978
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-*Composition (Literary), Educational Research, Elementary Secondary Education, *English Instruction, Higher Education, Humor, Paragraph Composition, Periodicals, Program Descriptions, Sentence Combining, *Teaching Methods, Technical Writing, *Writing

The ten articles in this journal report on research and practice in the teaching of writing. Topics covered include sentence combining as a composition technique, peer evaluation in a technical writing class, a plan for teaching paragraph construction, the use of literary humor in a writing class, methods for setting the scene, how students view the writing process, the research paper, planning a writing environment in an elementary school, a structured writing program for the junior high, and a program for teaching writing at the high school level. (FL)

ED 162 331 CS 204 506

*Bamberg, Betty, Ed.*

**Report of a Survey of the Workload of the California English Teacher.**

California Association of Teachers of English, Redlands.

Pub Date-77

Note-36p.; The California Association of Teachers of English is an affiliate of the National Council of Teachers of English ; Best copy available

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Class Size, *Composition (Literary), *English Instruction, Secondary Education, State Surveys, Student Teacher Ratio, *Teaching Conditions, *Teaching Load, Teaching Quality

Identifiers-California

To gather data on English teacher workloads and the conditions for teaching composition in California schools, a survey was undertaken involving a statewide cross-section of 204 teachers from public and parochial schools. The findings show that in spite of the recommendation by the National Council of Teachers of English that English teachers be assigned no more than 100 students a day, only 8% of the respondents had loads of less than 110, while 45% had loads of more than 150 students. The average class size was 28.2 for junior high and 26.7 for senior high teachers. A typical teacher's work week was 35 hours, with 25 hours of actual instruction time. Teachers, however, reported spending 20 hours weekly for preparation and evaluation. Large class size was most often cited as a detriment to composition instruction and the creation of special composition classes with limited enrollment was recommended as a solution to the problem. The major conclusion of the survey was that the total student loads of most full-time teachers of English must be substantially reduced if composition is to receive the attention demanded by the public. (Tables of findings and comments by responding teachers are appended.) (FL)

ED 162 332 CS 204 509

*Hays, Janice*

**Play It Again, Sandra: The Use of Tape Cassettes to Evaluate Student Compositions.**

Pub Date-78

Note-19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Composition (Literary), *English Instruction, *Grading, Higher Education, Instructional Innovation, *Magnetic Tape Cassettes, *Student Evaluation, *Teaching Techniques

Using tape cassettes in evaluating student writing takes less time to cover more comments than does writing comments. It also allows for more personal contact with students and permits a teacher to indicate more adequately how errors can be corrected. One helpful technique is for the teacher to leave the tape recorder on while trying to provide a correction to an awkward sentence, thereby allowing the student to hear the teacher trying various ways of correction before deciding on the most satisfactory one. This gives students a chance to hear how writing is generated and to gain some courage from hearing the teacher's struggle to write. Although it takes time to get used to using a tape cassette, the advantages make it worthwhile. (TJ)

ED 162 333 CS 204 510

*Foster, Mary Ellen*

**Emphasis: Five Ways to Cure Boring Student Writing.**

Pub Date-Sep 78

Note-10p.; Paper presented at the Annual Meeting of the New York State English Council (28th, Rochester, New York, September 21-23, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Cognitive Development, *Composition Skills (Literary), *Creative Thinking, English Instruction, Secondary Education, Student Attitudes, *Teaching Techniques, *Writing Exercises

A careful use of emphasis by students in their writing can be promoted by some exercises assigned by composition teachers. A drawing exercise can help students learn that changing the length of sentences makes paragraphs more interesting. Using Elizabeth Kubler-Ross's five categories of grief to consider times of depression in students' lives helps broaden their ability to think, and structured assignments with some free choice can help them move toward clearer thinking. A second drawing exercise can help students consider patterns of experience, while physical movement combined with a writing exercise can help put motion into composition. Each exercise gives students tools for reflecting on their abilities and feelings and provides an experience of space as a crucial tool for the writer. (TJ)

ED 162 334 CS 204 512

*Horner, Winifred B.*

**Speech-Act and Text-Act Theory: Theme-ing'' in Freshman Composition.**

Pub Date-78

Note-12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (29th, Denver, Colorado, March 30-April 1, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-College Freshmen, *Communication (Thought Transfer), *Composition (Literary), *Composition Skills (Literary), *English Instruction, Higher Education, Language Usage, *Models, Theories, Writing Skills, *Written Language

Identifiers-*Composition Process

In contrast to a speech-act theory that is limited by a simple speaker/hearer relationship, a text-act theory of written language allows for the historical or personal context of a writer and reader, both in the written work itself and in the act of reading. This theory can be applied to theme writing, essay examinations, and revision in the college composition class through the theme writing process of the student (the context writer) and the theme grading of the professor (the context reader). If this text-act model is to provide perspective on such writing problems as meaning and intention and offer possible solutions, it is necessary for the professor and the student to identify all of the participants in the theme writing act and to define their roles and intentions. The text-act model can also help students recognize the illocutionary force behind examination questions and offers assistance in the revision process where the writer and the text-act person are the same. (MAI)

*Brown, Charlene J. And Others*
**Men and Women in Daily Newspaper Management: Their Characteristics and Advice to Future Managers.**
Pub Date-Aug 78
Note-32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Females, Job Satisfaction, Management Education, *Managerial Occupations, *Newspapers, *Occupational Information, *Occupational Surveys

To learn more about the characteristics of daily newspaper managers, a mail survey of 558 top managers at 197 newspapers was conducted. To add to the information about the relatively small number of women newspaper managers, a telephone survey of 74 women managers at 67 newspapers was also undertaken. An analysis of their responses led to the following conclusions and observations: approximately 2.4% of the top-level managers in the daily press are women; the typical top-level manager is white, protestant, in his late forties, married with at least one child, and has a college degree; both men and and women were equally satisfied with their jobs; women received lower salaries than men, regardless of the size of their newspapers or their jobs; few women were members of any media-related women's organization; in the newspapers which offer management training programs, 80% of the trainees were males and 96% were white. (FL)

*Powell, Cheryl Riley*
**The Reporter's Control of News.**
Freedom of Information Center, Columbia, Mo.
Report No.-FOI-395
Pub Date-Sep 78
Note-7p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Bias, *Individual Characteristics, Information Dissemination, *Journalism, *News Reporting, *News Writing, Professional Personnel, Standards

A recent study profiles the American journalist as young, male, white, educated, and coming from a solid middle- or upper-middle-class background. Women and minority groups are grossly underrepresented in the field of journalism. Other studies present parallels between the topics that are selected as newsworthy and the characteristics of those who gather and edit the news, revealing that the selective perception of the reporter does influence what becomes news. Other factors that color the individual reporter's approach to the news include reasons for entering the profession, motivation for staying on the job, personal values and professional ethics, mood, intelligence, imagination, and the competitive, self-protective atmosphere of the newsroom. Fearing a loss of credibility with the public, today's reporter faces problems in verifying all information, defining an ethical position toward sources and the public, deciding a personal role as a private citizen, and guarding relationships and affairs from conflict-of-interests charges. (MAI)

ED 162 337 CS 204 517

*Marzano, Robert J. DiStefano, Philip*
**Five Empirically Based Composition Skills.**
Pub Date- 78
Note-24p.; Study prepared at the University of Colorado at Denver
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Age Differences, *Composition Skills (Literary), Educational Research, Elementary Secondary Education, English Instruction, *Language Usage, *Sentence Structure, *Skill Development, *Structural Analysis, Syntax, *Teaching Techniques, Vocabulary Skills

Seven hundred and fifty compositions, randomly selected from National Assessment of Educational Progress essays written by 9-, 13- and 17-year-olds, were analyzed in a study of the skills that go into the writing of a good composition. The essays were first rated as high, medium, or low in quality. A total of 43 different indices reported or hypothesized to have a relationship with composition quality were then identified from a survey of past research and were applied to each of the sample compositions. The relationship of the indices with quality at the different age levels was then tested. Analysis of the results led to the identification of five composing skills related to writing quality: modification within sentences, subordination between sentences, sentence sense, grammar and usage, and vocabulary. The data suggest a rather logical progression in terms of the five skills and provide support for the claim that all five skills should be taught at each grade level with slightly different emphases. (Descriptions of the 43 indices used in the study and suggestions for teaching the five composing skills at different grade levels are included.) (GW)

ED 162 338 CS 204 519

*Prentice, Walter C. Tabbert, Jon Charles*

**Creative Dramatics and Reading: A Question of Basics.**

North Dakota Univ., Grand Forks. Center for Teaching and Learning.
Pub Date-Nov 78
Note-11p.
Journal Cit-INSIGHTS; v11 n3 Entire Issue Nov 1978
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Cognitive Processes, *Creative Dramatics, *Dramatic Play, Elementary Education, Enrichment Activities, Learning Processes, *Reading Instruction, Reading Processes, *Teaching Techniques

Creative dramatics or child-oriented dramatic play is a basic educative process that draws upon the learning strategies developed in children's play and relates them to classroom learning tasks. As a structured play process that encourages children to explore the world in ways familiar to them, creative dramatics relates new experiences to old ones, increases the range of associations of familiar words and objects, and adds to the base of adaptive responses. In the classroom, activities such as pantomime, story dramatization, and sensitivity exercises are most effective when the teacher provides a definite structure, establishes limits, and follows these guidelines: the child is the center of every creative dramatics activity; children proceed at their own rate without fear of failure; and there is an on-going evaluation process. When dramatics is linked to the reading process, the child's understanding of the written material is enhanced and the reading process becomes more enjoyable. (Dramatic play exercises are appended.) (MAI)

ED 162 339 CS 204 520

*Looper, Travis*

**Ping-Pong and the Disadvantaged.**

Pub Date-Oct 78
Note-8p.; Paper presented at the Annual Meeting of the Southwest Regional Conference on English in the Two-Year College (Denver, Colorado, October 5-7, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Behavior, *Change Strategies, *Changing Attitudes, *Disadvantaged Groups, English Programs, Higher Education, *Student Attitudes, *Teacher Attitudes

Everyone experiences disadvantages in life. Some disadvantages are the result of forces largely beyond the control of any one individual, including genetic, political, social; and historical disadvantages which no amount of trying is apt to overcome. Some disadvantages are self-inflicted, including being deliberately narrow in viewpoint; avoiding anything that is second-rate'' (every writer compared to Homer and Shakespeare is second-rate); and not allowing oneself to be alive to the difficult, the unfamiliar, and the contradictory. A third kind of disadvantage is imposed on an individual by others who exercise control. Those exercising control are themselves individuals who can be influenced to change their minds, however. Recognizing this, it is possible to work to change policies which put one at a disadvantage, replacing them with more advantageous behaviors and attitudes. (TJ)

ED 162 340 CS 204 521

***Bamberg, Betty***
**Putting Correctness in Its Place.**
Pub Date- 77
Note-12p.; Study prepared at the University of Southern California
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Basic Skills, *Composition Skills (Literary), *English Instruction, Grammar, Higher Education, *Language Skills, Language Usage, Secondary Education

Eliminating errors is neither as simple nor as important as back-to-basics critics believe; however, correctness does need to be considered in composition instruction. Error affects a reader's judgment of writing quality and interferes with the communication between reader and writer. It may also hinder the composing process of some writers. Major attention to matters of correct form should be postponed until the final stages of composing revision and proofreading. Instruction that prepares students to eliminate errors in these final stages should be based on research and linguistic knowledge. Such instruction should begin with helping students develop writing fluency so that the mechanical process can become unconscious. Other instruction should include language activities that ask students to generate and manipulate their own language, a direct or applied approach to teaching grammar, usage instruction based on current knowledge about language, a spelling curriculum, and information on how to revise and proofread. (TJ)

ED 162 341 CS 204 522

*Pickert, Sarah M. Sgan, Mabel L.*

**Communicative Intentions: Effects of Task Variation and Role Designation.**

Pub Date-Apr 77

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 1977)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Behavior Patterns, *Child Language, Children, *Communication Skills, Interaction Process Analysis, *Language Development, Language Research, *Language Usage, *Play, Primary Education, Task Performance

Categories such as commanding, requesting, and explaining were used to analyze communicative intentions in conversations of 108 children, aged five through nine, during three sets of play activities varying in task specification and leadership role assignment. Results showed that the frequency and variety of communicative intention categories increased with age, as did differences in category use between tasks. Role designation, socioeconomic status, and sex did not have statistically significant effects. Teachers' ratings of ability to express ideas in a classroom correlated significantly with the frequency and variety of communicative intention categories. The findings suggest that within this age range, language use is increasingly sensitive to task variation but not to leadership designation. (Author/FL)

ED 162 342 CS 204 523

*Trager, Robert Dickerson, Donna L.*

**A Ban on Prior Restraint in High Schools: The Aftermath of the Fujishima'' Decision.**

Pub Date-Aug 77

Note-19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 21-24, 1977)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Censorship, Faculty Advisors, *Federal Court Litigation, *Freedom of Speech, High School Students, *Journalism, News Media, Press Opinion, Principals, Questionnaires, *School Newspapers, Secondary Education, *Student Rights, *Student School Relationship

Identifiers-Fujishima Decision, *Prior Restraint

After a unique court decision forbidding prior restraint in public high school publications in three states, a study was devised based on the responses to individual questionnaires sent to principals, faculty advisers, and student editors in each of the schools in the judicial district involved in the decision. Respondents answered questions concerning school size and location, frequency of newspaper distribution, newspaper sponsorship, and supervision of the paper. Other questions dealt with censorship, underground newspapers, freedom in high school newspapers, and personal familiarity with the court decision. Advisers and principals answered additional questions regarding their journalism experience and training and their practices for reviewing printed material. The results disclosed the following: only 10% of the advisors and 15% of the principals were familiar with the court decision; the decision did not precipitate an increase in campus disruptions; the journalism atmosphere was less restrictive in large communities and schools; and principals and advisers with academic or professional backgrounds tended to give students more freedom. The lack of consistency among the schools in permitting student freedom indicated that the court decision had little effect on high school journalism. (MAI)

ED 162 343 CS 204 524

*Sparks, Mary Kahl*
**Help for the Harried Teacher: A Directory of Journalistic Programmed Instruction.**
Pub Date-Aug 78
Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Computer Assisted Instruction, Directories, Higher Education, *Journalism Education, Program Descriptions, *Programed Instruction, Secondary Education, Teaching Methods

Defining programed instruction as a self-contained learning package allowing students to work at their own rate without teacher assistance, this directory contains descriptions of approximately 80 such programs of interest to journalism instructors. Each description contains the title, author, and form of the program; the level for which it is intended; addresses, costs, and additional notes. Separate sections describe programs that can be obtained, programs that cannot currently be obtained, and computer-assisted programs. (FL)

ED 162 344 CS 204 525

**Garvey, James W.**

**The People Who Were Here Before Speak to the People Here Now.**

Pub Date-Sep 78
Note-13p.; Paper presented at the Annual Meeting of the New York State English Council (28th, Rochester, New York, September 21-23, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*American Indians, English Instruction, *Folk Culture, *Legends, *Literature, *Mythology, Symbols (Literary)
Identifiers-Seneca (Tribe)

The value of hearing, contemplating, and remembering the ancient tales of the Seneca Indians of upstate New York is the theme of this paper. Three of the legends, the Storytelling Stone, the Woman Who Fell from the Sky, and Naked Bear, are related by the author. They are considered for their mythic concerns and in terms of their value and relation to modern people living in upstate New York. (TJ)

ED 162 345 CS 204 526

*Scheuer, Don And Others*

**K-12 Language Arts Assessment Guide.**

Cherry Creek School District 5, Englewood, Colo.

Pub Date-77

Note-67p.

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Critical Thinking, *Curriculum Development, Curriculum Guides, *Educational Assessment, Elementary Secondary Education, *English Curriculum, *Language Arts, Listening Skills, Speech Skills, Writing Skills

Intended as an aid to language arts curriculum development, the four sections of this guide present, in chart form, a sequential set of learning outcomes and assessment levels for the skills of writing, speaking/listening, critical thinking, and reading. (FL)

ED 162 346 CS 204 527

*McPherson, Elizabeth*

**English, an Endangered Species? What Can We Do to Safeguard It?**

Pub Date-21 Oct 77

Note-14p.; Keynote address presented at the Annual Meeting of the Northeast Regional Conference on the Two-Year College (12th, Buffalo, New York, October 21, 1977)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Change Strategies, Community Colleges, Composition Skills (Literary), *Educational Improvement, Educational Problems, Elementary Secondary Education, *English Instruction, Higher Education, *Humanistic Education, Language Usage, Minimum Competency Testing, Reading Instruction, Relevance (Education), *Teacher Responsibility, *Testing Programs, Test Interpretation

If English teachers are an endangered species, as is sometimes said, they must attempt to survive by adapting to a changing environment and explaining their work to the public. Community college teachers should teach critical reading skills by starting with materials relevant to students' lives, should teach writing by stressing conceptual skills before technical skills, and should provide students with information-and act on it themselves-about the nature of language and dialects and about emotional biases toward certain language choices. English teachers should also work to counter the current tendencies to regard English as a ``tool subject'' and education as a business, and to mandate competency testing programs. They should familiarize themselves and the public with the findings of an investigation of declining Scholastic Aptitude Test scores, which suggest that the causes and potential solutions are complex and which fail to provide support for a back-to-basics movement; and they should work hard interpreting what tests measure and what they mean. English teachers should speak out in letters to Congressional representatives and news media and in public meetings. Humane English teaching and equal educational opportunities are indeed endangered, and English teachers should fight to protect them. (GW)

ED 162 347 CS 204 532

*Holly, Susan*

**Women in Weekly Newspaper Management.**

Pub Date-Aug 78

Note-38p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (61st, Seattle, Washington, August 13-16, 1978)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Administrative Personnel, *Females, *Managerial Occupations, *Newspapers, Occupational Surveys, Sex Discrimination, Surveys

Identifiers-*Editors, *Weekly Newspapers

To define the position of women in weekly newspaper management, which has been found in the past to be better than their position in daily newspaper management, a questionnaire was mailed to a random sample of 405 men and women weekly newspaper editors in the United States. Among the results, based on returns from 182 respondents (44.9% response rate), were the findings that women constituted one-third of all weekly editors, though they made up more than half of all weekly newspaper employees; that women editors generally exercised less control than men over hiring and promotion decisions and were not as likely as men to own any part of their newspaper; that women editors were generally paid less than men; that both men and women were satisfied with their jobs; and that, overall, attitudes of editors toward women in management were favorable. While only 16% of the editors said sex was ever a factor in hiring or promotion, nearly half thought men and 60% thought women were better suited to certain jobs on the newspaper. Although the survey found women to be clearly underrepresented in the management of weekly newspapers, comparison of the results with those of other research studies indicates that women's opportunities on weeklies are better than on daily newspapers. (Author/GW)

ED 162 348 CS 204 533

**Basic Objectives in Language Arts K-12.**
Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.
Pub Date-78
Note-54p.
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-*Curriculum Development, *Educational Objectives, Elementary Secondary Education, *English Curriculum, *English Instruction, *Language Arts, Language Skills, Listening, Literature Appreciation, Mass Media, Reading, Speech Communication, Writing

This book contains sets of basic objectives for elementary, middle, and high school language arts instruction that indicate the goals that the majority of students should achieve before high school graduation. Both exit objectives (to be mastered before high school graduation) and enabling objectives (specific behaviors/activities that help students reach the related exit objectives) are provided for language skills, nonverbal communication, oral communication, listening, reading, writing, literature, and mass media. Explanations of the rationale, criteria, and cataloguing procedures are included. (RL)

ED 162 349 CS 204 538

*Aitchison, Jean*
**The Articulate Mammal: An Introduction to Psycholinguistics.**
Pub Date-76
Note-245p.
Available from-McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York 10020 ($4.50 paper)
**Document Not Available from EDRS.**
Descriptors-*Child Language, *Cognitive Processes, Comprehension, Language Ability, *Language Development, Language Patterns, Language Usage, *Linguistic Theory, *Psycholinguistics, *Speech, Syntax, Transformation Generative Grammar

Intended as an introduction to psycholinguistics from the linguist's point of view, this book addresses itself to three main topics: the innateness of language, the relationship of linguistic knowledge to language usage, and the comprehension and production of speech. In 12 chapters, the book discusses the nature of language development, the language process of animals, biological evidence for innate language capacity and the stages of language acquisition, the nature of innate grammatical information, the rules which govern child language, the basic structure of child language, transformational grammar and its role in speech, and the encoding and decoding process involved in speech and comprehension. The book provides numerous illustrations and examples, offers notes and suggestions for further reading, and lists 11 pages of references. (MAI)

*Popovich, Mark N., Ed.*
**Journalism Abstracts; Cumulative Index, Volumes 1 to 15; 1963-1977.**
Association for Education in Journalism.
Pub Date-78
Note-144p.
Available from-Business Office, Association for Education in Journalism, 431 Murphy Hall, University of Minnesota, Minneapolis, Minnesota 55455 ($7.00 paper)
**Document Not Available from EDRS.**
Descriptors-*Audiences, Content Analysis, Court Litigation, *Doctoral Theses, Government Role, Graphic Arts, *Indexes (Locaters), Information Theory, *Journalism, Journalism Education, Mass Media, Masters Theses, *News Media, Personnel Management, Propaganda, Publications, Publicize, Public Opinion, Public Relations, Research Methodology
Identifiers-Advertising, *Communication Research, International Communication

Arranged by subject categories and authors, the more than 4,400 abstracts in this cumulative index provide information on doctoral dissertations and master's theses in the field of journalism. The 28 subject areas are as follows: advertising; audience analysis; communication and national development; communication theory, process, and effects; communicator analysis; community journalism; content analysis; courts and law of the press (media); criticism and defense of the press (media); cross-national studies; editorial policy and methods; education for journalism; foreign press and international communication; government and the press (media); history and biography; industrial journalism; magazines; media management and production; miscellaneous; personnel and labor relations; pictorial journalism; public opinion and propaganda; public relations; radio, television, and films; research methods; special minorities; typography and graphic arts; and visual communication. (MAI)

ED 162 351 CS 204 546

**Literature, Literary Values, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' May through July 1978 (Vol. 38 No. 11 through Vol. 39 No. 1).**

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date-78
Note-14p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Adolescent Literature, *Adolescents, Affective Behavior, Annotated Bibliographies, Course Objectives, Creativity, *Doctoral Theses, *Educational Research, English Instruction, Higher Education, Literary Conventions, *Literature Appreciation, Metaphors, Oral Reading, Secondary Education, Sex Role, *Sexuality, Story Telling, *Values, Vocabulary Skills
Identifiers-*Kohlberg (Lawrence)

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with a variety of topics, including the following: human sexual information, behaviors, and attitudes in fiction for young people; affective responses of adolescents to a poem; objectives for the junior high literature curriculum; implementation of a Kohlbergian value development curriculum; the relationship between oral readings in sex-role oriented children's literature and the personal and social adjustment of the self-concept of children; responses to literature in translation; the relationship between conscious and unconscious response in reading; the effects of teaching literary devices on improving comprehension and vocabulary; perceptions of literary characters; responses to short stories by black and white authors; interpretations of metaphor; speculative fiction; Kohlberg level of moral reasoning in Newberry Award winning fiction; tradition and creativity in the storytelling of preadolescent girls; and narrative factors in the reading interests of male and female adolescents. (TJ)

ED 162 352 CS 204 548

*Britton, Gwyneth Lumpkin, Margaret*

**A Consumer's Guide to Sex, Race and Career Bias in Public School Textbooks.**

Britton and Associates, Inc., Corvallis, Oreg.

Pub Date-77

Note-438p.

Available from-Britton and Associates, Inc., 7549 N.W. Mt. View Drive, Corvallis, Oregon 97330 ($30.75)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Aspiration, *Career Awareness, Child Role, Discriminatory Attitudes (Social), Elementary Education, Females, Guidelines, *Instructional Materials, Literature, Males, Nondiscriminatory Education, Parent Role, *Racial Discrimination, Reading Materials, Role Perception, *Sex Discrimination, Sex Role, Social Studies, *Textbook Bias, Textbook Content, *Textbook Evaluation, Textbook Selection, Textbook Standards

Containing quantitative analyses of 49 reading, literature, and social studies series, this resource guide is intended for use by parents and educators who are concerned with sex, race, and career role bias in elementary school textbooks. The eight chapters of the guide include the following: charts of major character role and career role assignments drawn from an examination of books from 26 publishers; documented evidence of continuing sexism and racism in textbooks despite the industry's pledges to eliminate bias from its products; a textbook analysis kit for parents and educators who wish to evaluate books; a discussion of the potential conflict of interest inherent in the industry practice of textbook evaluation by in-house or hired consultants; a recommendation that all textbook series be evaluated by outside, independent professionals; and a summons for nationwide sanctions to compel publishers to honor their own guidelines. Three appendixes contain a list of the textbook series analyzed, selected references, and organizations concerned with sexism and racism. (FL)

*Sinovic, Dianna*
**Access to F.D.A. Information.**
Freedom of Information Center, Columbia, Mo.
Report No.-FOI-392
Pub Date-Jul 78
Note-8p.; May be marginally legible due to small print
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Business, *Federal Government, Federal Legislation, *Information Dissemination, *Information Needs, Information Utilization, Privacy, *Publicize
Identifiers-*Access, *Food and Drug Administration, Freedom of Information Act

Prior to the enactment of the Freedom of Information Act (FOIA), little of the data collected by the Food and Drug Administration (FDA) was made public or could be obtained from the agency. Although the FDA files are now open, information is considered exempt from public disclosure when it involves regulatory procedures, program guidelines, work plans, trade secrets, pledges of confidentiality, differences of opinion, or the personnel files within a company. However, the definition of ``trade secrets'' (the methods or processes involved in producing a particular product) has caused great concern in the business world. Because the majority of information requests come from businesses, a number of reverse FOIA suits have focused on alleged abuses of the FOIA such as competitive harm and invasion of personal privacy. Suggested solutions to the access problem include placing the burden on the party seeking disclosure to demonstrate that the release of information is in the public interest, making the submitting party an indispensable party in FOIA suits, and permitting companies that object to the release of trade information to object in writing and allowing the requester to respond. (MAI)

ED 162 354 CS 502 221

*Hawker, Curtis*
**FOIA: What's a Trade Secret?**
Freedom of Information Center, Columbia, Mo.
Report No.-FOI-393

Pub Date-Jul 78
Note-7p.; May be marginally legible due to small print
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Business, *Federal Government, *Federal Legislation, *Information Dissemination, Information Needs, *Information Utilization, Privacy, Publicize
Identifiers-*Freedom of Information Act, *Trade Secrets

The Freedom of Information Act (FOIA) was amended in 1974 in order to restrict government control and to facilitate the public's access to information. However, part of the FOIA bans federal officials from disclosing ``trade secrets'' and commercial or financial information obtained in confidential circumstances. This exemption has resulted in a great number of requests and lawsuits between the government and business over the disclosure of exempted information. Arguments for the greater release of information to the public state that reverse FOIA suits are illegal and that the released information would not be valuable to competitors. Proponents of withholding information argue that FOIA suits are legal, that the release of information would be harmful in a competitor's hands, that corporations would begin holding back information from the government, and that representatives from foreign countries could obtain nonsecret documents. While seeking a concrete definition of ``trade secret'' exemption, business can achieve the protection afforded by this exemption through advance agreements on confidentiality, injunctions, civil damage suits, and court orders. At present, the government attitude is that when an agency receives an FOIA request, the information is to be released or an explanation given. (MAI)

ED 162 355 CS 502 248

*Tubbs, Stewart L. Koske, W. Cary*
**Applying Nonverbal Techniques to Organizational Diagnosis.**
Pub Date-73
Note-15p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Communication (Thought Transfer), Computer Programs, *Data Processing, *Electronic Data Processing, *Employer Employee Relationship, *Job Satisfaction, Nonverbal Communication, *Organizational Communication, Surveys, *Visual Aids
Identifiers-*Communication Research

Ongoing research programs conducted at General Motors Institute are motivated by the practical objective of improving the company's organizational effectiveness. Computer technology is being used whenever possible; for example, a technique developed by Herman Chernoff was used to process data from a survey of employee attitudes into 18 different factors and then to represent the data by means of geometrically constructed faces. Each of the factors was represented by a specific facial feature: job satisfaction by mouth curvature, pay satisfaction by nose length, work group satisfaction by length of mouth, communication satisfaction by angle of eyebrow, satisfaction with supervisory goal emphasis by eye length, and so on. The faces provide a convenient and effective means of highlighting important aspects of the data. In reporting results of ongoing programs, General Motors personnel are attempting to use verbal and nonverbal methods to make the findings understandable to others. (The paper includes illustrations of faces compiled from the employee attitude data, a table of relevant data, and an explanation of the way facial features were controlled by the factors obtained from the data.) (GW)

ED 162 356 CS 502 266

*Oaks, Harold R.*

**Professionalism in Theatre for Young Audiences: Definition, Training, Working Conditions, Standards.**

Pub Date-Aug 78
Note-14p.; Paper presented at the Annual Meeting of the American Theatre Association (New Orleans, Louisiana, August 13-16, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Acting, Arts Centers, Audiences, *Children, Drama, *Dramatics, Educational Facilities, Educational Programs, *Foreign Countries, Pantomime, *Professional Training, *Standards, *Theater Arts

Interviews with representatives from ten foreign countries offer a base for the comparison of professionalism in children's theatre programs and indicate specific differences that exist in the United States and in each of the other countries. The United States differs from the other countries in its definition of professionalism, its lack of selectivity and specificity in theatre training, and its lack of program control and communication due to the number of schools offering undergraduate degrees in theatre. Countries that have permanent children's theatre groups include England, Yugoslavia, the German Democratic Republic, the Netherlands, Belgium, Finland, Switzerland, South Africa, Australia, and Japan. The majority of these countries have professional companies where the participants are selected by audition and where the repertoire is aimed at a specific audience. Many countries have permanent theatres for the children's companies; however, in Switzerland, the companies tour the schools and have no theatres. Many participants indicate a need for standards regarding script quality, the quality of production, the training of performers, government financial support, and artistic integrity. (MAI)

ED 162 357 CS 502 267

*Kennan, William R. Hill, L. Brooks*

**Kiowa Forty-Nine Singing: A Communication Perspective.**

Pub Date-Jul 78

Note-30p.; Paper presented at the Speech Communication Association Summer Conference on Intercultural Communication (Tampa, Florida, July 17-21, 1978)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*American Indian Culture, American Indians, Cross Cultural Studies, Cultural Events, Data Collection, *Interaction Process Analysis, Music, *Research Methodology, *Singing, *Speech Communication, Young Adults

Identifiers-*Communication Research, *Kiowa (Tribe)

Recent research into the forty-nine'' songs and singing of the Kiowa Indians in southwestern Oklahoma is described in this paper. The paper first outlines the value of a process oriented approach to communication analysis that accents three primary variables: indexicality (the inherent situational nature of communicative acts), reflexivity (individuals' presuppositions about events and the relation of their presuppositions to those of other members of the culture), and intentionality (the intent of speakers). Two primary data gathering procedures used in the research are then described: intensive interviews, led by a Kiowa collaborator, designed to build a reflexive account of forty-nining; and field observation of forty-nines. Finally, an analysis of Kiowa forty-nining is presented, in which the following topics are among those addressed: the origins, functions, and general characteristics of forty-nines; historical, linguistic, and thematic patterns of the songs; the effect of performer intent on the meaning of song themes and performance; and established procedural rules related to turn-taking by song leaders, the use of insult exchange as a means of social bonding and sensitization, and the meaningful sequencing of songs by song leaders. (GW)

ED 162 358 CS 502 269

*Carmack, William*

**Communication and Self-Determination: Social Change among the Tlingit-Haida Tribes.**

Pub Date-Jul 78

Note-14p.; Paper presented at the Speech Communication Association Summer Conference on Intercultural Communication (Tampa, Florida, July 17-21, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Alaska Natives, *American Indians, *Communication (Thought Transfer), *Communication Problems, Reservations (Indian), *Self Determination

Identifiers-*Bureau of Indian Affairs

The successful experience of the Tlingit-Haida Native Americans in dealing with the Bureau of Indian Affairs (BIA) to develop self-determination is an instructive case study. Although the Federal BIA gave verbal encouragement to the tribes to assume their own program responsibilities, the tribes encountered continual blunting tactics from local BIA employees in Juneau who stood to be replaced by tribal members. The tribes had to appeal to the Washington level of the BIA on several occasions to deal with those problems. A second major difficulty was communication among the tribes since the villages are accessible only by boat, sea plane, and unreliable telephone service. However, in many areas, including housing and employment, the self-determination strategy of the Tlingit-Haida tribes has been highly effective. It may be the model for other tribes in adopting a policy of self-determination. (TJ)

ED 162 359 CS 502 271

*Schneider, Michael J.*

**Perspectives on Symbolic Leadership and Political Fragmentation in Sub-Saharan Africa.**

Pub Date-Dec 77

Note-35p.; Paper presented at the Annual Meeting of the Speech Communication Association (63rd, Washington, D.C., December 1-4, 1977)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Communication (Thought Transfer), *Communication Skills, *Developing Nations, *Individual Characteristics, Information Theory, *Leadership, Political Attitudes, Politics, Totalitarianism

Identifiers-*Africa, *Charisma

In "The Symbolic Uses of Politics," Edelman presents the thesis that the symbolic output of a political system is a primary force in the development of the system's legitimacy. An examination of this thesis in the context of the political systems of several emerging nations in Sub-Saharan Africa reveals that it must be refined. Because the problem of achieving politicial legitimacy is more acute in these countries, it seems that symbolic output is more immediately vital to the survival of "promising" political regimes (as opposed to military dictatorships). Symbolic output also takes a somewhat different form in these nations. The countries have few traditional national rituals, and symbolic (charismatic) leadership plays a much more pronounced role. A brief comparison of the symbolic leadership styles of Kwame Nkrumah (who had charismatic appeal but lost it) and three leaders (Jules Nyerere of Tanzania, Houphouet-Boigny of the Ivory Coast, and Jomo Kenyatta of Kenya) who have maintained charisma long after the independence of their countries, suggests that it is fruitful to apply communication principles to the study of the rise and fall of charisma in Africa. (Author/FL)

ED 162 360 CS 502 272

*Hassencahl, Fran*

**Contracts Move from Commerce to the Classroom.**

Pub Date-Mar 77

Note-13p.; Paper presented at the Annual Meeting of the Eastern Communication Association (New York City, March 1977)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Achievement Rating, *Criterion Referenced Tests, Feedback, *Grades (Scholastic), *Grading, Higher Education, Norm Referenced

Tests, *Performance Contracts, Report Cards, Secondary Education, *Teaching Techniques

The methods used to assign grades to students have long been of concern to teachers. Traditional approaches to solving the difficulties have centered on norm-referenced and criterion-referenced evaluations. A promising alternative arises when criterion-referenced evaluation is linked with contract grading. A student may contract with a teacher to do the work required for any passing grade from ``A'' to ``D.'' The process may be handled in one of several ways: the teacher may create and assign the contract; the teacher may create several contracts and allow the student to choose the preferred one; the student may create the contract with the teacher's agreement and assistance; or the student may create the contract with the teacher allowing classroom time to pursue the endeavor and providing needed assistance. Contract grading relieves anxiety over grades, helps the student see the required work as a whole unit, and sustains motivation. (TJ)

ED 162 361 CS 502 273

*Tubbs, Stewart L. Hain, Tony*

**A Factor Analysis of Teacher Evaluations in Communication Courses.**

Pub Date-Apr 75

Note-9p.; Paper presented at the Annual Meeting of the Central States Speech Association (Kansas City, Missouri, April 1975); For related document, see CS502274; Appendix removed due to poor reproducibility

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Classroom Communication, *Course Content, *Course Evaluation, *Educational Research, Higher Education, Questionnaires, *Rapport, *Teacher Evaluation

A group of [illegible]95 students enrolled in various communications courses at General Motors Institute filled out course evaluation forms which were then factor analyzed. Items involving an evaluation of teachers accounted for 69% of the variation. Items about course objectives, amount of work in relation to credit, textbooks, tests, and assignments were much less important in the evaluations. The most important aspects of teachers' communication behavior were those that encouraged trust, respect, friendship, and warmth in the relationships with their classes. Content aspects of the teachers' communication received less emphasis in the evaluations. (TJ)

ED 162 362 CS 502 274

*Tubbs, Stewart L.*

**The Importance of Watzlawick's Content and Relationship Aspects of Communication in the Classroom.**

Pub Date-Apr 74

Note-10p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, Wisconsin, April 1974); For related document, see CS502273

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Classroom Communication, Communication Skills, *Course Content, Higher Education, *Interpersonal Relationship, *Management by Objectives, *Management Systems, *Rapport

Communication depends both on content (the information conveyed in a message) and on relationship. If either aspect is missing, communication deteriorates. This principle has been tested in industrial settings and is also valid for the classroom. Two processes for implementing these principles are management by objectives and Likert's Systems Four management principles, including supportive relationships, group decision making, and high performance goals. (TJ)

ED 162 363 CS 502 275

**An Initial Study of Public Radio's Educational Services 1975-1976.**
Corporation for Public Broadcasting, Washington, D.C.
Pub Date-78
Note-75p.; For related document, see CS502276
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Broadcast Industry, *Educational Programs, *Educational Radio, Elementary Secondary Education, *National Surveys, Postsecondary Education, *Programing (Broadcast), *Questionnaires
Identifiers-*Public Radio

Results of a survey of educational services provided by 145 public radio stations throughout the United States (78.4% response rate) are presented in this report. Following a description of the background of the survey and a summary of the findings, detailed findings are reported in tabular and narrative form for 26 items pertaining to such areas as educational radio staffs of the stations, kindergarten through twelfth grade and post-secondary services provided, availability of curriculum materials, coordination with television, and audience interaction. A discussion of the findings and recommendations for future studies conclude the report. Among the major findings reported are that only 63 of the respondents (43.5%) provide educational serivces, that only 20 of these (14% of the total) provide services for kindergarten through twelfth grade, that only four of these 20 stations have full-time educational staff members, and that 54 of the stations (37% of the total) provide post-secondary services, with the greatest emphasis on informal adult education. The report includes a copy of the survey instrument that was used, and a summary of public radio educational activities by state and licensee. (GW)

ED 162 364 CS 502 276

**A Study of Public Television's Educational Services 1975-1976.**
Corporation for Public Broadcasting, Washington, D.C.
Pub Date-Aug 78
Note-99p.; For related document, see CS502275

**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-Broadcast Industry, *Educational Programs, *Educational Television, Elementary Secondary Education, Instructional Programs, *National Surveys, Postsecondary Education, *Programing (Broadcast), *Public Television, *Questionnaires

Results of a survey of instructional services provided by 156 public television stations (98.7% response rate) are presented in this report. Following a description of the background of the survey and a summary of the findings, detailed findings are reported in tabular and narrative form for 29 items pertaining to such areas as instructional television staffs of the stations, kindergarten through twelfth grade and post-secondary services provided, utilization and technical services provided, programming and scheduling decisions, and comparison of services with those provided by radio stations. Conclusions and recommendations are then presented. Among the major findings reported are that 129 licensees (82.7%) provide services for kindergarten through twelfth grade, that 86.8% provide post-secondary services, that 66 of the 129 licensees that provide elementary and secondary services have full-time instructional staff members, and that 112 of these licensees provide utilization services to the schools they serve. The report includes a copy of the survey instrument used, and a summary of public television educational activities by state and licensee. (GW)

ED 162 365 CS 502 277

*Benjamin, Robert L.*

**Metaphysical Communication among Denominations: The Language Component.**

Pub Date-Jun 78

Note-16p.; Paper presented at the Biennial Meeting of the International Colloquium on Verbal Communication (6th, Berndorf, Austria, June 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Communication Problems, *Language, *Religion, Syntax

Identifiers-*Metalanguage, *Metaphysics

Natural language does not lend itself well to discussing metaphysical concepts. It has certain expectations based on internalized rules of sense, reference, and predication that make it difficult if not impossible for laypeople or even ecclesiastical authorities to discuss God and theological concepts with others. Though metaphysics has survived centuries of selfish materialism and is available even now to all who seek it, its message is diffused, not enhanced, by modern language. The metaphysical message leaps the chasms of our kaleidoscopic system and reaches the listener in spite of language, not because of it. A metalanguage to permit discussion and clarity of metaphysical concepts is needed. Such a language need not involve a gigantic vocabulary, but a new syntax is crucial. This would permit us to discuss a subject matter that lies at the root of being and allow us to share the flash of insight that sometimes fills our being. (TJ)

ED 162 366 CS 502 279

*Street, Richard L., Jr.*

**The Operation of Categorization and Consistency Rules in Message Interpretation.**

Pub Date-Nov 78

Note-29p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Communication Skills, *Comprehension, *Context Clues, Higher Education, Language Patterns, Language Research, *Language Skills, Learning Theories, *Speech Communication, Structural Analysis, *Verbal Communication

Identifiers-Sacks (H)

Sacks's description-by-categorization theory was tested in a study to determine how contextual information influences the interpretation of verbal messages. The technique of enjambed conversation (a transcription of a conversation void of punctuation and speaker designation) was used to produce two verbal messages, one ``more related'' the other ``less related'' to a particular subject. The messages were then tape recorded so that the context surrounding them could be manipulated. The two recorded conversations differed in the length of speaker turn and the number of speakers. Two experiments were then conducted involving 60 college students. The first consisted of two cells, each with 15 subjects. Each cell heard a different version of the recording and then the subjects in both cells disenjambed the ``more related'' conversation. The second experiment followed the same procedure, disenjambing the ``less related'' conversation. The results supported the proposition that an element of context more relatable to the understanding of a verbal message will have more influence on how that message is interpreted than a less relatable element. The study indicated that elements of context influence how people make sense from verbal messages through the employment of economy and consistency rules. (FL)

ED 162 367 CS 502 284

*Gruner, Charles R.*

**Intelligence: A Factor in the Understanding and Appreciation of Editorial Satire.**

Pub Date-Nov 78
Note-9p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Higher Education, *Humor, *Intelligence, Performance Factors, *Reading Comprehension, *Satire, *Verbal Ability
Identifiers-Communication Research

A study involving 59 undergraduate speech communication students investigated relationships between intelligence, understanding of editorial satire, and appreciation of satire. The students were asked to read three satirical essays and then to pick one of five statements that best described the thesis as intended by the author. Then each satire was rated on a seven-step scale from ``extremely funny'' to ``extremely unfunny.'' Analysis of variance indicated that better understanding of satire was significantly associated with higher Scholastic Aptitude Test verbal (but not quantitative) scores. Funniness ratings were significantly correlated with verbal SAT scores and with understanding of a satirical intent for only one of the three essays used. (TJ)

ED 162 368 CS 502 286

*Higashi, Sumiko*

**Cinderella vs Statistics: The Silent Movie Heroine as a Jazz Age Working Girl.**

Pub Date-78

Note-22p.; Study prepared at the State University of New York College at Brockport

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Characterization, *Film Criticism, Film Industry, *Films, Mass Media, Sex Role, *Sex Stereotypes, Womens Studies, *Working Women

The portrayal of the working girl in the silent films of the 1920s ignored the fact that in reality women worked to help support their families, to be financially independent, or to supplement their family's income. A study of movie heroines from that era reveals that these characterizations reinforce the image of the traditionally dependent woman in that these women worked only until marriage; appeared sweet, innocent, and submissive; searched openly and often aggressively for a rich husband; and were often incompetent in coping with their personal and professional problems. When female characters were presented as strong, independent, or sexually frank, their rebelliousness led to marriage with dull and conventional companions and to maintenance of the status quo. The few movies that did portray successful professional women presented the heroine as mannish and out of touch with her own feelings. The two exceptions to sex-typed roles for women occurred in movies produced by women and based on books that were written by women. Even the public lives of the female movie stars of the 1920s reinforced tradition in that their public image was often frivolous, sexy, and helpless, while in reality, many were successful business professionals. (MAI)

ED 162 369 CS 502 289

*Norwood, Don J.*

**Arousal Effects of Aggressive Film Content as a Function of Viewing Medium.**

Pub Date-Aug 78

Note-41p.; Paper presented at the University Film Association Conference (Los Angeles, California, August 20-25, 1978)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Aggression, *Arousal Patterns, Behavioral Science Research, College Students, *Emotional Response, *Films, *Television, *Television Viewing, *Violence

Identifiers-*Audience Response

Sixteen college students were measured for skin conductance responses'' (SCR) while they viewed four films on either a movie or a television screen in a study of selected media differences between theatrical film and television viewing. The students watched a bland (nonaggressive) and an aggressive film on one medium, then viewed two similar films on the other medium, providing self-reports of their responses by completing Mood Adjective Check Lists.'' Although the researchers hypothesized that theatrical film viewers would show greater arousal for aggressive films and less arousal for bland films than television viewers, SCR data show greater arousal for film viewing only during scenes depicting violent death. Researchers find no substantial support for a general media effect of viewer arousal, but they note that different types of aggressive film content create different arousal levels and that uninteresting film content produces sub-resting'' SCR levels. (RL)

**A Qualitative Study: The Effect of Television on People's Lives.**
Corporation for Public Broadcasting, Washington, D.C. Office of Communication Research.
Pub Date-Oct 78
Note-88p.
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-*Attitudes, *Commercial Television, Futures (of Society), *Programing (Broadcast), *Public Television, Sex Differences, *Television Research, *Television Viewing, Viewing Time
Identifiers-*Audience Response

A total of eight focused group discussions, each with 12 participants, were held in Philadelphia, Minneapolis, Denver, and Houston to examine participants' television viewing habits, attitudes toward television, and perceptions of public versus commercial programs. Analysis of the results revealed a similar breakdown of response to television among all the groups. Among the major findings were that television played a number of roles for respondents, including those of entertainment source, escape mechanism, causal companion, educational tool, and filler for unstructured time; that those who believed television was worthwhile were more likely than others to plan their viewing; that the problem of choice of programs did not arise frequently because of multiple television sets in homes; that many of the women enjoyed soap operas but not sports, while the opposite was true for many of the men; that shows most often disliked were those considered superficial, ridiculous, or racy; that ``Roots'' and ``Holocaust'' were valued greatly by almost all respondents; that public television was seen as educational but was also perceived to be humorless, unexciting, and repetitious, while commercial television programs were seen as having more interest and variety; and that a more important role for public television was predicted for the future. (GW)

ED 162 371 CS 502 291

*Farrell, Robert V.*

**Teacher Exchange and Intercultural Communication: A Follow-up Evaluation of an Attempt at International Understanding and Appreciation.**

Pub Date-Jul 78

Note-29p.; Paper presented at the Annual Meeting of the Speech Communication Association Summer Conference on Intercultural Communication (Tampa, Florida, July 17-21, 1978)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Changing Attitudes, *Communication (Thought Transfer), Developing Nations, *International Programs, Program Evaluation, Questionnaires, *Teacher Exchange Programs

Identifiers-*Colombia

Thirty-six participants from the United States have been involved in a teacher exchange program between Florida International University and the school system of Cartagena, Colombia. Known as Focus: Cartagena,'' the program revolves around four specific objectives stating that, after experiencing the program, participants should be able to recognize and recall general facts about Colombia, to identify and describe fundamental characteristics and problems of Colombia's educational system, to recognize and describe basic cultural differences between Colombia and the United States, and to develop and maintain a positive attitude toward Colombia. In an effort to evaluate how well these objectives were met, each participant was asked to complete a questionnaire. An analysis of the 23 questionnaires returned revealed that the knowledge and understanding associated with the program's three cognitive objectives were retained; further, the objective of achieving a positive attitude toward Colombia was clearly verified. (A copy of the evaluation questionnaire is appended.) (FL)

*Hamnett, Michael P.*

**Ethics and Expectations in Cross-Cultural Social Science Research.**

Pub Date-Jul 78

Note-54p.; Paper presented at the Annual Speech Communication Association Summer Conference on Intercultural Communication (Tampa, Florida, July 17-21, 1978)

**EDRS Price MF-$0.83 [illegible]3.50 Plus Postage.**

Descriptors-Anthropology, Codes of Ethics, *Cross Cultural Studies, *Ethics, Ethnology, Intergroup Relations, Psychology, *Social Science Research, *Social Sciences, *Speech Communication, Standards

Designed to answer some of the questions concerning the nature of professional ethics in the fields of anthropology, psychology, and sociology, this report outlines the range of ethical concerns of these three disciplines and describes the way in which these concerns have been previously presented. The first of the three sections of the report deals primarily with incidents, such as Project Camelot, which created both public and professional interest in social science ethics. The second section gives special attention to two statements on ethics: one produced by the American Anthropological Association and the other by a group of cross-cultural psychologists. The final section contains an overview of trends in the relationships between social scientists and those with whom they interact. It also provides examples of changes in the expectations institutions and individuals have of social scientists and suggests the need for further study of the social-ethical aspects of the research process. (FL)

ED 162 373 CS 502 293

*Rohrer, Daniel Morgan*
**Censorship and the Media.**
Pub Date-79
Note-33p.; Study prepared at Boston College
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Adults, *Censorship, Child Abuse, *Community Attitudes, Community Control, *Court Cases, Freedom of Speech, *Mass Media, Media Research, Moral Issues, *Publications, Radio, Television
Identifiers-*Obscenity

This review of current legal practices with respect to censorship in the areas of obscenity and pornography contains a history of anti-obscenity legislation; a review of the efforts of the United States Supreme Court and lower courts to define obscenity; a discussion of publisher Larry Flynt's battle against the "community standards" criterion for defining obscenity; a discussion of the self-regulation efforts of the radio and television media; a consideration of the problems of obscenity and pornography on billboards; and an examination of child pornography laws. (FL)

ED 162 374 CS 502 294

*Surlin, Stuart H.*

**Humor in Television Entertainment Programming: Implications for Social Relations and Social Learning.**

Pub Date-Nov 78

Note-16p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Bias, *Cultural Factors, *Humor, Intercommunication, Mass Media, Nonverbal Communication, *Programing (Broadcast), *Social Discrimination, Social Influences, *Social Relations, *Television Viewing

There are three communication contexts'': interpersonal, intrapersonal (relating to others through internal thought), and mass media, especially television (relating to others in an indirect, impersonal manner). People satisfy different needs through different contexts. Open-minded people may choose television for relaxation and the interpersonal context for learning about others, while closed-minded people choose the mass media (television) for gratifying both needs. The content of television tends to reinforce high authoritarian attitudes held by the viewer. Racist and sexist attitudes especially tend to be reinforced by the fact that minority groups and women are often made the butt of jokes. The most unfortunate aspect of this social learning is that viewers who are most closed-minded, fatalistic, and bigoted are most apt to view television and develop viewer-character relations and thus have their thinking reinforced. This has a negative social impact on a pluralistic urban society which values open-minded cognitive development. (TJ)

ED 162 375 CS 502 296

*Cragan, John F. Wright, David W.*

**Small Group Communication Research of the 1970's: A Synthesis and Critique.**

Pub Date-Nov 78

Note-53p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Communication (Thought Transfer), Discussion (Teaching Technique), *Group Dynamics, Higher Education, *Interaction Process Analysis, Leadership, Literature Reviews, Research Methodology, *Research Needs, *Speech Communication, Teaching Methods

Identifiers-*Communication Research

One hundred studies on small group communication that were published in speech communication journals from 1969 to 1978 are summarized and critiqued in this paper. The literature is classified into three new lines of research (critical variable, process, and tangential) and three continuing lines of research (leadership, discussion, and pedagogy). Finally, the paper presents seven recommendations for ways to improve the quality of small group communication: (1) the replication of major small group communication studies needs to be encouraged, (2) research should focus on the clarification of operational definitions of the unit of communication used in studying small group communication interaction, (3) a weighted, parsimonious list of communication behaviors occurring in small groups needs to be generated, (4) small group phasic research should work toward generalization, (5) a clear relationship should exist between the findings of small group research and the training imparted in textbooks and classrooms, (6) small group research efforts in speech communication should be conducted by a greater number of scholars, and (7) extraordinary cooperation efforts may be required to produce rapid advancement in small group communication research. (RL)

ED 162 376 CS 502 297

*Ferris, Charles D.*

**Statement of Charles D. Ferris, Chairman, Federal Communications Commission, on H.R. 13015, a Bill to Replace the Communications Act of 1934 with the Communications Act of 1978'' before the subcommittee on Communications of the House Committee on Interstate & Foreign Commerce, July 18, 1978.**

Pub Date-18 Jul 78
Note-21p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Agency Role, Broadcast Industry, Cable Television, Citizen Participation, *Communications, Competition, *Federal Legislation, *Federal Regulation, *Policy Formation, Review (Reexamination), State Legislation, *Telecommunication
Identifiers-Federal Communications Commission

H.R. 13015, the proposed revision of the Communications Act of 1934, is consistent in many aspects with Federal Communications Commission (FCC) trends toward greater reliance on marketplace forces than on regulation, but some portions of the bill should be reexamined before the final rewrite. First, the new bill would shift from a public interest, convenience, and necessity'' standard for policy making to one emphasizing the goal of regulating to the extent marketplace forces are deficient.'' However, the bill should address more specifically when and what regulatory discretion is conferred on the FCC to deal with imperfections in certain markets. Second, H.R. 13015 proposes to shift spectrum allocation and policy making powers to a single Executive Branch administrator, a move that could seriously erode mechanisms created by Congress to insulate broadcasting from government control. Third, the bill precludes federal regulation of cable television but ignores potential state regulation that might frustrate the development of the benefits of competition. Finally, H.R. 13015 provides for public participation in communications regulation and policy making but should go even further by providing for reimbursement of expenses incurred by the public in directly participating in FCC proceedings. (GW)

ED 162 377 CS 502 298

*Wurtzel, Alan*

**The Application of Television Technology to the Courtroom.**

Pub Date-Nov 78

Note-17p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Audiovisual Communication, *Broadcast Television, *Court Litigation, Court Reporters, Due Process, Guidelines, Journalism, *Mass Media, Media Technology, *News Media, *News Reporting, Photographic Equipment

Two major technological developments and some definite procedural guidelines have changed television coverage of the courtroom from what it was in the famous case of Billie Sol Estes in 1962. Today, a color camera is compact, operates soundlessly, functions under extremely low light levels, and is equipped with a powerful zoom lens. Likewise, the videotape recorder is small, uses an erasable tape, and permits a single camera located inside the courtroom to feed an electronic video signal to as many individual recorders as may be required. Combined with these unobtrusive pieces of equipment, the following guidelines for television stations help safeguard a fair trial: preparing for the courtroom coverage long in advance; assigning a media coordinator to act as the liaison between the judge and the media and as an arbiter in dealing with disputes which may arise among various media representatives; arranging with other stations for a pooling of coverage; and familiarizing the crew and reporters with the courtroom decorum in order to avoid upset. Increased television coverage in the courtroom calls for greater responsibility and professionalism on the part of network reporters and raises questions as to how the proceedings will be edited, and what impact the coverage will have on trial participants and on society's perception of the court and the legal system. (MAI)

ED 162 378 CS 502 299

*Merchant, Jerrold J.*

**A Model for Police Assistance to Rape Victims.**

Pub Date-Jul 78

Note-21p.; Study prepared at South Oregon State College

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Communication Skills, Feminism, Information Theory, Interpersonal Relationship, Nonverbal Communication, *Police, *Rape, Rapport, Receptive Language, Social Attitudes, *Speech Communication, Task Performance, *Verbal Communication

Noting that an increasing number of rape victims who seek alternatives to police procedures do so because of the insensitive behavior of the investigating police officer, this paper provides a model of interpersonal communication skills that will enable police officers to better relate to and support the victims of rape. The areas covered in the model include officer beliefs and attitudes, verbal first aid techniques, methods of dealing with verbal abuse from the victim, how to read such nonverbal cues as eye contact and touch, terms to avoid with the victim, and being yes, confirmational.'' The stated purpose of this behavior model is to help a rape victim see herself as ok'' and to help officers gain the victim's confidence so that the crime may be solved. (FL)

ED 162 379 CS 502 300

*Tubbs, Stewart L. Baird, John W.*

**Clarifying the Consultant-Client Role Relationship through an Organizational Needs Model.**

Pub Date-Feb 78
Note-10p.; Paper presented at the Howard University Communication Conference (Washington, D.C., February 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Communication Problems, *Consultants, Helping Relationship, *Intervention, Models, *Needs Assessment, *Organizational Communication

An organizational need hierarchy can be used by consultants as a model for diagnosing organizational problems, after which an intervention plan can be made. The need hierarchy, which approximates Abraham Maslow's individual need hierarchy, is composed of five ascending levels related to organizational needs in the areas of survival of the organization itself, security for part of the organization, communication within an organization or between the organization and the public, improvement of the status of the organization in the eyes of other professionals, and enhancement of the effectiveness of already successful operations. A consultant has a wide range of role options available for intervention, ranging from indirect behaviors (clarifying and interpreting, listening, or refusing to become involved at all) to direct, prescribing behaviors (recommending actions or planning the implementation of solutions). The behavior chosen depends on the organizational need diagnosed; at lower levels of the organizational need hierarchy, organizations need very direct, prescribed behaviors from a consultant, while a more indirect approach is appropriate for dealing with higher level needs. (GW)

ED 162 380 CS 502 301

*Ferris, Charles D.*

**Address by Charles D. Ferris, Chairman, Federal Communications Commission before the New England Broadcasting Association, Boston, Massachusetts, July 21, 1978.**

Pub Date-Jul 78

Note-10p.; Paper presented at the Regional Meeting of the New England Broadcasting Association (Boston, Massachusetts, July 21, 1978

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Broadcast Industry, *Censorship, Constitutional Law, *Federal Regulation, *Freedom of Speech, *Language Usage, *Programing (Broadcast), Supreme Court Litigation

Identifiers-*Federal Communications Commission

The Federal Communications Commission (FCC) is far more anxious to promote the First Amendment premise that broadcasters should air controversial programing than it is worried about the occasional use of four-letter words'' by broadcasters. The FCC and Supreme Court decisions in the Pacifica'' case affect only the broadcasting of a series of offensive words as a verbal shock treatment'' and have no implications for the isolated use of potentially offensive words. The FCC should not act as a censor but should increase programing choices through fostering increased competition and more outlets for expression in electronic media. Its highest priority continues to be to encourage bold, innovative, and controversial programing, not to discourage it. It also has the goal of increasing the diversity of programing for such groups as children, minorities, women, and the aged. Finally, the FCC is committed to the principle that broadcasters have an obligation to air controversial issues. Broadcasters therefore should not allow the Pacifica'' case to lead to timidity in their coverage of controversial subjects. (GW)

*Ferris, Charles D.*

**Remarks of Charles D. Ferris, Chairman, Federal Communications Commission before the 56th Annual Convention of the National Association of Broadcasters, The Las Vegas Hilton Hotel, Las Vegas, Nevada, Wednesday, April 12, 1978.**

Pub Date-Apr 78
Note-15p.; Paper presented at the Annual Meeting of the National Association of Broadcasters (56th, Las Vegas, Nevada, April 12, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Broadcast Industry, *Communications, Competition, *Federal Regulation, Journalism, Media Technology, News Reporting, *Programing (Broadcast), Services, *Television
Identifiers-*Federal Communications Commission

Broadcasters should aim for diversity and excellence in programing rather than basing programing decisions on the Nielsen ratings and aiming for maximized profits. Broadcasting reflects, shapes, alters, and informs the national consciousness; entertainment programs as well as newscasts have tremendous impact on the public, and the effect of broadcasting on values and institutions has become a national issue. There are five principles that should determine how the Federal Communications Commission (FCC) will move with regard to broadcasting: (1) The integrity and independence of the FCC's process is more important than any of its particular decisions. (2) The FCC will be evenhanded in enforcing its rules and protecting the public interest. (3) The FCC will not exceed its authority by intervening directly in specific program decisions, but instead will encourage controversial programing. (4) The FCC should seek to stimulate excellence through diversity, and diversity through competition, and should rely upon regulation as little as possible. (5) The FCC should encourage new technology and services rather than helping any vested interest to hold them back. Broadcasters should show initiative in greatly increasing the range of services they offer to the public. (GW)

ED 162 382 CS 502 303

*Ferris, Charles D.*

**Remarks of Charles D. Ferris, Chairman, Federal Communications Commission before the Seventh National Symposium of Action for Children's Television, George Washington University, Washington, D.C., Monday, May 1, 1978.**

Pub Date-May 78

Note-11p.; Paper presented at the National Symposium of Action for Children's Television (7th, Washington, D.C., May 1, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Broadcast Industry, *Citizen Participation, Communications, *Federal Regulation, *Futures (of Society), Information Science, *Information Systems, Mass Media, *Media Technology

Identifiers-*Federal Communications Commission

Information has become the lifeline of United States society, and consumers especially those concerned about children need to become concerned with the entire information phenomenon. Those who control access to information will be responsible to a great extent for the future values of society, and involved citizens should participate in shaping what the future communications environment will be. The Federal Communications Commission (FCC) should regard the overall public interest as its only constituency; should be evenhanded in enforcing rules and protecting the public; should refrain from censorship of specific program content; should promote excellence through diversity, and diversity through competition; and should favor the development of new technologies and services. The public has the right and the responsibility to monitor the performance of industries regulated by the FCC. The power of citizen participation in FCC proceedings may be seen in the growth of Action for Children's Television and in the broadcast industry's response to it. The FCC is now considering many issues with important implications for the future; citizens' groups should become involved in the discussions and decisions regarding these issues. (GW)

ED 162 383 CS 502 304

*Ferris, Charles D.*

**Remarks of Charles D. Ferris, Chairman, Federal Communications Commission before the Sixth Annual Telecommunications Policy Research Conference, Airlie, Virginia, May 12, 1978.**

Pub Date-May 78

Note-11p.; Paper presented at the Annual Conference on Telecommunications Policy Research (6th, Airlie, Virginia, May 12, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Communications, Competition, *Economic Factors, *Federal Regulation, Foreign Countries, Media Technology, *Policy Formation, Programing (Broadcast), *Research Needs, *Telecommunication, Television

Identifiers-*Federal Communications Commission

It is important for the Federal Communications Commission (FCC) to reexamine its policy research goals and processes and to encourage the entry of economists into the regulatory process. The entire regulatory structure of the FCC should be reappraised; regulation should be used to help the natural forces of the marketplace function more efficiently and should be based on the principles that the consumer should have the broadest possible services and that the prices of those services should not be artificially inflated. The policy analysis resources of the FCC will be channeled into inquiries that go to the heart of FCC common carrier regulatory policies, inquiries into ways to expand television programing diversity without regulating content, and inquiries into spectrum allocation policy. The social impact of new communications technologies, such as the two-way communications system now being tested, deserves as much study as the basic economic and technical questions they raise. Also, the United States needs to learn about communications developments in other countries and to coordinate its policies with theirs. The FCC is receptive to research contributions from disinterested sources and would also like to bring more economists, technologists, and social scientists to the Commission to work on specific projects. (GW)

*Ferris, Charles D.*

**Remarks of Charles D. Ferris, Chairman, Federal Communications Commission before the 27th Annual Convention, National Cable Television Association, New Orleans Hilton, New Orleans, Louisiana, May 2, 1978.**

Pub Date-May 78

Note-12p.; Paper presented at the Annual Meeting of the National Cable Television Association (27th, New Orleans, Louisiana, May 2, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Broadcast Industry, *Cable Television, Childrens Television, Competition, *Federal Regulation, Innovation, *Media Technology, Prediction, *Programing (Broadcast), Public Opinion, Services

If cable television is to survive in the competitive marketplace, it will have to show increased foresight in designing new services and facilities. Cable television regulations, which may have been an impediment to past growth, should be fully reviewed by the Federal Communications Commission (FCC) and deleted or corrected if necessary; but cable television will achieve success only through its own entrepreneurial initiative. Very often, cable television has provided only an echo of services already provided by broadcast networks; it might instead provide such distinctive services as quality children's programing, cultural programing, and programing for minorities. Although the National Cable Television Association has predicted that cable television would provide far-reaching services, its predictions have not been borne out by reality. The cable television industry should not expect regulatory protection from the FCC but should learn to compete with new technologies in providing services for the public. It should serve minorities through its employment practices and should offer programs in the public interest. Only if cable television provides a unique service in quality, diversity, and state-of-the-art technology will it receive the public backing it needs to survive. (GW)

ED 162 385 CS 502 316

*Kato, Hidetoshi*

**Essays in Comparative Popular Culture: Coffee, Comics, and Communication. Paper No. 13.**

Hawaii Univ., Honolulu. East-West Center.

Pub Date-Dec 75

Note-41p.

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Comics (Publications), *Communication (Thought Transfer), Cultural Awareness, *Cultural Interrelationships, Ethnic Stereotypes, Global Approach, *Mass Media, *Popular Culture, Radio, *Research, Stimulants, Television

Identifiers-*Communication Research, Hawaii, *Intercultural Communication, Japan

Based on papers presented at the East-West Communication Institute conferences and seminars in Hawaii between 1973 and 1975, these five essays focus on intercultural communication, emphasizing that popular culture existed with great diversity for centuries before modern media and that popular cultures have importance and impact on the everyday life of the common people in all cultures. The essays discuss the effects of global communication, particularly through radio and television, on the popular cultures of developing countries; the factors involved in popular culture research that distinguish it from communication research; an illustrated analysis of a revolutionary Japanese comic strip; the role of stimulants (tea, coffee, and tobacco) in effecting self-change and their use in the communication process of various cultures; and the place of stereotypical images in intercultural communication. (MAI)

*Carrocci, Noreen M.*
**An Exploratory Study of Interpersonal Trust between the Sexes.**
Pub Date-Nov 78
Note-17p.; Paper presented at the Annual Meeting of the Speech Communication Association (64th, Minneapolis, Minnesota, November 2-5, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Attitudes, Communication (Thought Transfer), Credibility, Intercommunication, *Interpersonal Relationship, *Sex Differences, Sex Stereotypes, Social Attitudes
Identifiers-*Communication Research, Giffin Trust Scale, *Interpersonal Trust

To determine the extent to which males and females bring similar or dissimilar attitudes of trust to encounters with members of the same or the opposite sex, a study was conducted that examined attitudes of interpersonal trust according to the subject's perception of the expertness (validity of judgment), reliability, and dynamism of the attitude object. For the study, 102 males and 135 females were tested on a 27-item semantic differential instrument and the results were analyzed according to the variables of sex of subject, sex of attitude object, and relationship to attitude object (closest friend or that sex in general). The study revealed the following: females perceived people of both sexes to be more expert and hold stronger attitudes of interpersonal trust than did males; neither males nor females were perceived to be more or less expert overall by both sexes, but men considered males to be more expert than females; both sexes perceived females as higher on the character dimension of the test and males were perceived as more dynamic; and closest friends of both sexes were rated higher on all three dimensions than were both sexes in general. (MAI)

ED 162 387 CS 502 324

*Metallinos, Nikos*

**Contemporary Greek Presentations of Ancient Greek Theatre.**

Pub Date-Oct 78

Note-15p.; Study prepared at Temple University ; Parts may not reproduce clearly

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Acting, Audiences, Classical Literature, Comedy, *Drama, *Dramatics, *Greek Literature, Literary Perspective, Production Techniques, Theater Arts, Tragedy

Confronted with the problems imposed by the stage presentation and interpretation of ancient Greek theatre to contemporary audiences, scholars have developed four major approaches to the presentation of Greek drama over the past 70 years. The first approach, referred to as modificationist or realist, claims that communicating ancient Greek drama to a modern audience requires a total modification of the drama and a realistic presentation of the costumes, language, and even the poetic structure of the play. The adaptationist school of thought is similar in that it believes that the content and the form of the drama must conform to modern social, psychological, moral, and aesthetic values if the presentation is to be relevant to contemporary audiences. In contrast to these two views, the scholasticists rely on a scholarly interpretation based on the historical, philosophical, and literary background of the plays, while the classicists argue that the dramas must be read or presented as archeological performances, maintaining all of their original parts. Scholars do agree that the role of the chorus presents the most serious problem in presentation and that insight into the tradition, culture, history, and philosophy of Greece is essential to a revitalization of ancient Greek theatre. (MAI)

ED 162 388 EA 010 829

*Schofield, Dee*

**Community Schools. ACSA School Management Digest, Series 1, Number 15. ERIC/CEM Research Analysis Series, Number 42.**

Association of California School Administrators.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Contract-400-78-0007

Note-48p.

Available from-Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, California 94010 ($2.75 nonmembers; $1.75 ACSA members)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Community Control, *Community Education, Community Involvement, Community Resources, Community School Directors, *Community Schools, Educational Finance, Educational History, Elementary Secondary Education, Facility Guidelines, Facility Requirements, *Literature Reviews, *School Community Relationship, Shared Facilities, *Shared Services, *State of the Art Reviews

Utilizing material in the ERIC network, this paper briefly investigates the theory, history, and current state of community schools. Planning guidelines for alternative uses of school facilities are discussed and some examples are given of effective shared facilities. Financial requirements for starting a community school and possible sources of financial support are discussed. Administration and staffing arrangements that differ from those of traditional schools are outlined. The final topic concerns the curriculum needs of community schools. (Author/MLF)

ED 162 389 EA 010 883

*Cunningham, Richard*

**Multi-Unit High School. Staff Development Manual.**

North Hunterdon Regional High School, Annandale, N.J.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-Sep 76

Note-62p.; For related documents, see EA 010 884-889; Photos may not reproduce clearly

Available from-North Hunterdon Regional High School District, Route 31, Annandale, New Jersey 08801 ($36.00 for set of 7)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Decision Making, Educational Objectives, Faculty Development, Inservice Teacher Education, Leaders Guides, *Manuals, Multiunit Schools, Program Descriptions, Questionnaires, Secondary Education, *Staff Improvement, *Teacher Workshops

Identifiers-North Hunterdon Regional High School District NJ

In order to effectively bring about permanent changes in a school setting, the educators involved must accept the changes privately as well as complying with them publicly. The staff development specialist must convince the educators that positive change is both necessary and possible and provide support during the implementation period. As used by New Jersey's North Hunterdon Regional High School District in the development of the multi-unit high school concept, the workshop is designed to foster a sense of unity in a rapidly growing faculty, to develop an educational philosophy among faculty members, and, by achieving these goals through a pluralistic decision-making process, to point the way toward use of this process in the new school's organizational structure. Other activities requiring staff development specialists at North Hunterdon included training teachers in the creation and positive use of the program objectives required by state law, and assisting the faculty in organizing inservice workshops. This document describes these activities and presents appendices illustrating materials used in workshops and performance objectives training. (Author/PGD)

ED 162 390 EA 010 884

*Paul, Marjorie And Others*

**Multi-Unit High School. Learning Community Staff Manual.**

North Hunterdon Regional High School, Annandale, N.J.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-Sep 76

Note-55p.; For related documents, see EA 010 883-889; Photos may not reproduce clearly

Available from-North Hunterdon Regional High School District, Route 31, Annandale, New Jersey 08801 ($36.00 for set of 7)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Counselor Role, Educational Innovation, Guidance Personnel, Guidance Services, *Manuals, Multiunit Schools, Program Descriptions, Questionnaires, Secondary Education, Staff Improvement, *Teacher Role

Identifiers-*Learning Communities, North Hunterdon Regional High School District NJ

This document consists of two manuals prepared for staff members and guidance counselors in the Learning Community (LC) program, as practiced in New Jersey's North Hunterdon Regional High School District. The staff members are described as teachers performing in multiple roles. Teachers help establish LCs around educational interests and are responsible for planning, scheduling, and, in some cases, budgeting their LCs. Teachers act as accessible advisors to students, are encouraged to maintain telephone contact with parents, and coordinate LC activities with the ongoing multi-elective program of the school. This manual also contains comments on record-keeping and learning options, as well as appendices illustrating useful forms. The manual for guidance counselors suggests useful inservice programs to create and maintain counselor knowledge of the program. Counselors in turn orient students, parents, and the community to the program and inform teachers of the counselors' services. The counselor's role is expanded to contact with all levels of the school operation, while some of the counselor's functions requiring less professional training are turned over to teacher-advisors. The need for openness, flexibility, continued learning, and consciousness of the individual counselor's place within the educational complex as a whole is stressed. (Author/PGD)

ED 162 391 EA 010 885

*Valcarcel, Dario, Jr.*

**Multi-Unit High School. Project Director's Manual.**

North Hunterdon Regional High School, Annandale, N.J.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-Sep 76

Note-54p.; For related documents, see EA 010 883-889; Photos may not reproduce clearly

Available from-North Hunterdon Regional High School District, Route 31, Annandale, New Jersey 08801 ($36.00 for set of 7)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Administrator Role, Educational Change, *Manuals, *Multiunit Schools, *Program Administration, *Program Development, Secondary Education

Identifiers-*Learning Communities, North Hunterdon Regional High School District NJ, Sterns High School Characteristics Index

The multielective system in the high schools of the North Hunterdon district in New Jersey failed to provide students a sense of belonging, warmth, openness, and importance. The multiunit high school model, developed to answer these needs, groups students into learning communities of 20 to 125 students each. Each learning community is focused on a particular topic, but is staffed by from two to five teachers from a range of subject areas. After the freshman year students may choose to enter the standard multielective program instead. This document, prepared by the project director at North Hunterdon, outlines the training, operating, and evaluating processes required for achievement of the multiunit high school's two basic objectives. The first of these is the reorganization of the school into learning communities responsible for budgeting their own time, space, and resources, as well as for developing group spirit and personal relationships between individual students and their teachers. The second objective is for students in learning communities to exhibit a marked increase in six areas measured by Stern's High School Characteristics Index: intellectual climate, student dignity, self-expression, cohesiveness, congeniality, and openness. (Author/PGD)

ED 162 392 EA 010 886

*Conwell, William E. Kish, Robert S.*

**Multi-Unit High School. Principal's Manual.**

North Hunterdon Regional High School, Annandale, N.J.

Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date-Sep 76

Note-44p.; For related documents, see EA 010 883-889; Photos may not reproduce clearly

Available from-North Hunterdon Regional High School District, Route 31, Annandale, New Jersey 08801 ($36.00 for set of 7)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Administrator Role, Decision Making, Leadership, *Manuals, *Multiunit Schools, Participation, *Principals, Secondary Schools

Identifiers-North Hunterdon Regional High School District NJ, Participative Decision Making

The primary role of the principal in a multiunit high school is as a curriculum leader. By allowing others to share in the decision-making process, encouraging the utilization of the program improvement council, striving for community involvement, and allowing others who are highly motivated the autonomy they need, the principal helps assure that the frustrations and obstacles that obstruct traditional programs do not develop. The principal also serves as a supporter and facilitator of the multiunit program, organizing the administrative staff, aides, and volunteers to best allow teachers the freedom to work closely with students. Teacher evaluations and budget administration are conducted with consensus, open communication, and shared decision-making in mind as well. Finally, the principal assumes the role of protector of the educational program, carefully balancing the influence of the different aspects of the multiunit program and guarding the pluralistic decision-making process even from his or her own tendency toward unilateral decisions. This manual covers the means by which principals cope with these roles, in such areas as relationships with district leaders, instructional supervision, scheduling, budgeting, personnel practices, teacher evaluation, the program improvement council, and community involvement. (Author/PGD)

ED 162 393 EA 010 887

*Mammana, Joseph R.*
**Multi-Unit High School. Assistant Principal's Manual.**
North Hunterdon Regional High School, Annandale, N.J.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-Sep 76
Note-43p.; For related documents, see EA 010 883-889; Photos may not reproduce clearly
Available from-North Hunterdon Regional High School District, Route 31, Annandale, New Jersey 08801 ($36.00 for set of 7)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Administrator Role, *Assistant Principals, Educational Change, *Manuals, *Multiunit Schools, Secondary Education, *Teacher Administrator Relationship, Teacher Recruitment
Identifiers-*Learning Communities, North Hunterdon Regional High School District NJ

The most important and most difficult task of the assistant principal for instruction in a multiunit high school is recruitment of teachers for the learning communities. These teachers must be convinced that the increased workload and added responsibilities involved in developing interdisciplinary courses, budgeting time, space, and funding, and dealing with students on an individual basis are offset by the autonomy, academic freedom, and positive student response gained in return. Other tasks shared by the assistant principal for instruction include teacher evaluation, monitoring the instructional budget, promoting cross-disciplinary techniques, organizing summer work, overseeing use of curriculum guides and independent study projects, providing for inservice training, and developing the learning community concept. The assistant principal for student services, on the other hand, has responsibility for such noninstructional phases of the high school operation as facility usage and security, discipline, and the extracurricular budget. The learning community affects this role in two ways. The learning community itself takes on some first-level disciplinary functions, and the assistant principal for student services must modify record-keeping processes to assist measurement of the program's success. Appendices contain samples of basic forms used by the assistant principals. (Author/PGD)

ED 162 394 EA 010 888

*Engroff, Dennis And Others*

**Multi-Unit High School. Department Chairperson's Manual.**

North Hunterdon Regional High School, Annandale, N.J.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-Sep 76
Note-31p.; For related documents, see EA 010 833-889; Photos may not reproduce clearly
Available from-North Hunterdon Regional High School District, Route 31, Annandale, New Jersey 08801 ($36.00 for set of 7)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Administrator Role, *Department Directors (School), *Manuals, *Multiunit Schools, *Resource Centers, Secondary Education
Identifiers-*Learning Communities, North Hunterdon Regional High School District NJ

In multiunit high schools such as those in New Jersey's North Hunterdon district, the department chairperson serves as an intradisciplinary Learning Community Leader (intra-LCL). The multielective portion of the school's curriculum in each subject area remains the responsibility of this person, while individual learning communities determine their own curriculum. Learning communities turn to the intra-LCL primarily for resource assistance and for coordination of the learning community program with classes and teachers operating outside the learning community. The intra-LCL can in fact operate as a learning community teacher and, in this role, is responsible to the interdisciplinary Learning Community Leader (inter-LCL), who is charged with budgetary and scheduling duties within the community. This document outlines the responsibilities of the intra-LCL in both aspects of the school program and also discusses operation of resource centers. (Author/PGD)

ED 162 395 EA 010 889

*Firestone, Peggy And Others*
**Multi-Unit High School. Learning Community Leader's Manual.**
North Hunterdon Regional High School, Annandale, N.J.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-Sep 76
Note-72p.; For related documents, see EA 010 883-888; Photos may not reproduce clearly
Available from-North Hunterdon Regional High School District, Route 31, Annandale, New Jersey 08801 ($36.00 for set of 7)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Budgeting, Communication Skills, Discipline, Educational Planning, Leadership, *Manuals, *Multiunit Schools, Secondary Education, Sensitivity Training, Student Recruitment, Teacher Attitudes, *Team Leader (Teaching), Team Teaching
Identifiers-*Learning Communities, North Hunterdon Regional High School District NJ

The purpose of this manual is to provide learning community leaders orientation to the leadership role and its responsibilities. This book is a guide through the assessment, planning, implementation, and evaluation stages of community growth. Close attention to the manual will allow a learning community leader to: (1) recruit a staff of committed teachers and students, (2) implement shared decision-making and problem-solving, (3) maintain open communication among staff, students, parents, and administration, (4) establish a climate of trust in the learning community, (5) successfully communicate the learning community goals, objectives, and processes to the public, (6) implement a systematic educational planning, assessment, and evaluation process, (7) schedule space and time to meet learning community needs, (8) establish a guidance counselor as a significant member of the learning community team, (9) establish and maintain acceptable and productive standards for student behavior, (10) develop a learning community budget based on program and learning goals, and (11) use specific measurement tools. As part of the process teachers and students are encouraged to participate equally in the planning and decision-making of their learning community curriculum, learning behaviors, and learning environment. (Author/PGD)

ED 162 396 EA 010 890

**Dealing with the Drug Problem. The Best of ERIC, Number 38.**
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Contract-400-78-0007
Note-5p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Annotated Bibliographies, Drug Abuse, *Drug Education, Elementary Secondary Education

Annotations of twelve documents introduce educators to representative literature in the field of drug education in the 1970s. The documents selected include descriptions of established drug education programs, recommended characteristics of drug education programs, alternative drug education techniques, a longitudinal survey of drug use in a Georgia high school, and discussions of drug education program evaluation. The documents included are listed in Resources in Education (RIE) and the Current Index to Journals in Education (CIJE). (PGD)

ED 162 397 EA 010 892

*Furno, Orlando F.*
Re: Shifting the Burden of Property Taxes on Other Taxes in New York State. Occasional Paper Pub Date-Apr 78
Note-16p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Finance Reform, Property Taxes, Tables (Data), *Taxes
Identifiers-New York

If New York State had attempted to raise its tax revenues from 1956 to 1975 entirely without recourse to property taxes, the burden would have had to be shifted to one or more of four other major categories of taxation. This document briefly discusses the impact of two alternatives: how each of the four categories would have been affected by being forced to assume the full additional tax burden by itself; and how all four categories would have been affected if each had assumed a proportion of the additional burden equal to its proportion of the full tax burden. Year-by-year results of the analysis are shown in graphs and tables. (Author/PGD)

ED 162 398 EA 010 893

*Fowler, William J., Jr.*

Re: Legislative Purposes of Chapter 241, 1974 Legislation on State Aid for Elementary and Secondary Schools. Occasional Paper Pub Date-Jun 78

Note-9p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Educational Finance, *Educational Legislation, Elementary Secondary Education, Equalization Aid, *Finance Reform, State Aid, State Legislation

Identifiers-New York, State Aid for Elementary and Secondary Schools

New York's 1973-74 Task Force on State Aid for Elementary and Secondary Schools adopted the following nine working principles'' to guide efforts at legislative reform: (1) equalization of resources available to school districts, (2) improved coordination among districts, (3) inclusion of the impact of urban wealth and pupil population in fiscal considerations, (4) simplification of the state aid formula, (5) adoption of a changed operating expense definition to take account of federal aid, (6) reexamination of pupil weighting, (7) provision for pupils with special needs, (8) rejection of prohibitions on districts' willingness to use their own resources, and (9) the achievement of real property relief. An evaluation of New York's 1974 legislation reveals that most of the Task Force's objectives were met. However, the state aid formula remains complex and federal aid to local districts was not considered. (Author/PGD)

ED 162 399 EA 010 894

*Goldberg, Irving*
Re: Voucher System as an Alternative Educational Program. Occasional Paper Pub Date-Apr 78
Note-26p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Educational Finance, *Education Vouchers, Elementary Secondary Education, Equal Education, Finance Reform, *Nonpublic School Aid, Parochial School Aid, Program Descriptions
Identifiers-*Alum Rock Public Schools CA

Voucher plans vary mainly in the value assigned each voucher, whether schools are permitted to charge extra tuition, provisions for the educationally disadvantaged, and the degree to which participating schools are regulated. A crucial factor in any voucher plan is the freedom of choice parents have in selecting their children's educational environment. This kind of educational marketplace system works only when individual schools are free to meet the desires of their clients. The requirement that schools provide equal educational opportunity tends to conflict with such freedom. Constitutional questions of church-state separation are also involved when voucher systems attempt to include parochial schools. The only major effort to test a voucher plan was a 1972-76 project in Alum Rock, California. Limited to 13 of the district's 25 public schools, the test proved inconclusive. The organizational and authority structure of the district resisted allowing the individual participating schools sufficient autonomy. Parents failed to exercise their freedom of choice to force the schools to compete in the search for educational excellence. This document analyzes both positive and negative attitudes toward voucher plans and describes several alternative approaches in an attempt to determine the most effective system. (Author/PGD)

ED 162 400 EA 010 895

*Garms, Walter I.*
Re: Whither School Finance in New York? Occasional Paper Pub Date-Apr 78
Note-12p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Educational Finance, Efficiency, Elementary Secondary Education, Equal Education, Equalization Aid, *Finance Reform
Identifiers-New York

Historically, school finance has been concerned with three things: adequate provision, equity, and efficiency. While the first of these has been substantially achieved with free public education and a stabilizing student population, recent court cases remind us that the term adequate educational program'' has never been conclusively defined, particularly in relation to inflating educational costs. Concerns involving equity have centered on attempts to equalize wealth, special needs, and educational costs among the districts of a state. Wealth equalization proposals in particular have been resisted in the courts. Lack of agreement on educational goals and technology has limited attempts at efficiency to restrictions on revenues and expenditures, often through the inadequate device of budget elections. This document, directed toward those already familiar with the basic concepts of school finance, briefly discusses these issues as they apply to the situation in New York, referring to court cases and examples from other states. The author concludes that it would be wiser to consider fundamental changes in New York's school finance system than to tinker with present formulas. (Author/PGD)

ED 162 401 EA 010 896

*Jones, R. L.*
Re: Equity in Public School Financing. Occasional Paper Pub Date-Apr 78
Note-19p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Access to Education, *Educational Finance, Elementary Secondary Education, Equal Education, *Equalization Aid, Finance Reform, Financial Policy, State Aid

School financing generally has five goals: (1) substantial equalization of educational opportunity throughout a state, (2) fiscal neutrality educational quantity and quality should not be dependent on local wealth, (3) equitable taxation, (4) efficient use of school funds, and (5) preservation of local control of education. No state has attained all these goals. It seems logical that evaluation of a state's school finance program should start with an analysis of the variation among school districts in educational opportunities provided. The next step is to identify the causes of those variations, which are often related to variations in fiscal resources. Measuring a school finance program's features against a set of established criteria can indicate strong and weak points in the program. The impact of each of a program's features can be assessed only by the use of analytical tools, some simple and some sophisticated. This document concludes with a presentation of a few simple techniques for testing the equity of each of a school finance program's features from district to district in ways comprehensible to the layman and legislator. (Author/PGD)

*Grkovic, Susan*
The Projections of United States and New York State Revenues and Expenditures. Occasional Paper Pub Date-Apr 78
Note-18p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Demography, Economic Research, *Educational Finance, Elementary Secondary Education, Expenditure Per Student, *Expenditures, *Federal Government, Financial Policy, *Fiscal Capacity, *Futures (of Society), *Prediction, Property Taxes, State Aid, State Federal Aid, Tax Allocation
Identifiers-*New York

Projections developed from the past quarter century trends in New York's tax and spending levels are used to forecast the future financial implications of current fiscal and educational policies. The summary report describes the manner in which the projections are achieved, identifies several concerns and issues associated with the fiscal outlook, and examines questions relative to the future of education in New York. The criteria for evaluation included revenues and expenditures in current and constant dollars, per capita constant, and per capita current dollars, and various demographic data. In order to study the interrelationship between the state's and the nation's economy, total revenues and expenditures for both the United States and New York were projected. (Author/MLF)

ED 162 403 EA 010 923

**The Illinois Office of Education Consulting/Linkage Skills Awareness Workshop. Context, Activities, and Implications for Future Training. A Report.**

Central Midwestern Regional Educational Lab., St. Ann, Mo.

Spons Agency-Illinois State Office of Education, Springfield.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-1 Mar 78

Note-156p.; Appendix A may be marginally legible due to small print

**EDRS Price MF-$0.83 HC-$8.69 Plus Postage.**

Descriptors-Communication Skills, Consultants, *Consultation Programs, Elementary Secondary Education, Program Guides, Skill Development, State Departments of Education, State School District Relationship, *Workshops

Identifiers-*Linkage Skills, Linking Agents

During the week of July 11, 1977, the Illinois Office of Education (IOE) hosted a consulting/linkage skills awareness workshop in Springfield, Illinois. The workshop was part of a reorganization process that began in 1975 when IOE planners determined to separate the regulatory functions from the service functions of the agency. As a result, the IOE developed a comprehensive training program to facilitate this change and enhance staff ability to meet local education agencies' needs for service. Participants in the workshop were linking agents from the IOE, and from education agencies in Illinois and other states. The primary goal of the workshop was to acquaint linking agents with a broad array of consulting and linkage skills as a means of helping participants assess their training needs. Activities included large-group sessions to clarify workshop goals; small-group sessions focusing on awareness of ten linkage clusters; and program services team meetings wherein participants reviewed the ten linkage skill areas and prioritized their own needs for further training. Linkage skill awareness sessions focused on design and planning, entry and intervention, diagnostic skills, group facilitation, problem-solving, resource utilization, power and influence, communications, conflict management and utilization, and evaluation skills. A lengthy appendix contains workshop details. (Author/JM)

ED 162 404 EA 010 962

**Co-ordination of School and Community Facilities: Implications for Policies. Programme on Educational Building.**

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date-May 78

Note-20p.; For a related document, see EA 010 963-964.

Available from-OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W. Washington, D.C. 20006 (free)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Case Studies, *Community Services, *Coordination, Cross Cultural Studies, Elementary Secondary Education, Facility Planning, Facility Utilization Research, Foreign Countries, International Organizations, International Studies, *Neighborhood Centers, *Policy Formation, *School Buildings, School Community Relationship, *Shared Facilities

In 1975 and 1976, under the Organisation for Economic Cooperation and Development (OECD) Programme on Educational Building (PEB), a series of studies was undertaken on coordination of school and community facilities. A number of case studies were carried out in France, Sweden, the United Kingdon, and the United States, countries in which numerous projects have been developed associating school buildings with facilities for other community services. An analysis of the case studies was aimed at showing the potential benefits of such projects and their specific implications for educational building policies, and the work culminated in an international symposium. This leaflet contains the main conclusions of this work, opening with a brief reminder of the way in which it developed and the type of results it has achieved, then summarizing the topics of the five-volume series now being published that presents the results of these studies. This is followed by a section on implications for policies formulated in policy terms that focus on the future and are concerned with what should be done to allow coordination of facilities to develop in the coming years. (Author/MLF)

ED 162 405 EA 010 963

**Building for School and Community. I: Policies and Strategies. Programme on Educational Building.**

Organisation for Economic Cooperation and Development, Paris (France).
Pub Date-78
Note-218p.; For a related document, see EA 010 962-964; Charts may be marginally legible
Available from-OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.W., Washington, D.C. 20006 ($10.00)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Case Studies, *Community Services, *Coordination, Cross Cultural Studies, Elementary Secondary Education, Facility Planning, Facility Utilization Research, Foreign Countries, International Organizations, International Studies, *Neighborhood Centers, *Policy Formation, *School Buildings, School Community Relationship, School Organization, *Shared Facilities, Shared Services

This report, volume 1 in a series, is a synthesis of studies conducted under the auspices of the Organisation for Economic Cooperation and Development (OECD) Programme on Educational Building (PEB) on the theme of coordination of school and community facilities. The findings are based on a number of case studies of countries in which projects have been developed associating school buildings with facilities for other community services. The first part, Inter-Sectoral Issues,'' deals with the reasons for coordinating facilities and shows that coordination can be looked on as a specific illustration of broader trends that are characteristic of the industrialized societies. In the second, A Synthesis in the Light of International Experience,'' the lessons learned from the projects studied are discussed in general terms to serve as a basis for decision-making by officials in very different countries. Diagrams are provided to illustrate various aspects concerning the range of facilities that can be coordinated, possible types of grouping, the financing models used, the organizational models set up, and project development systems. The last part, Tasks and Mechanisms,'' reports on a symposium held on this subject in Skokloster (Sweden) in 1976 and sets out the operational proposals of participants. The problems of coordinating facilities from the standpoint of the coordinators themselves are discussed in particular. (Author/MLF)

ED 162 406 EA 010 964

**Building for School and Community. II: France. Programme on Educational Building.**

Organisation for Economic Cooperation and Development, Paris (France).
Pub Date-78
Note-203p.; For a related document, see EA 010 962-963; Photos and charts may not reproduce clearly
Available from-OECD Publications Center, Suite 1207, 1750 Pennsylvania Ave., N.E., Washington, D.C. 20006 ($10.00)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Case Studies, City Planning, *Community Services, *Coordination, Elementary Secondary Education, Facility Planning, Facility Utilization Research, Foreign Countries, International Organizations, International Studies, *Neighborhood Centers, *Policy Formation, *School Buildings, School Community Relationship, School Organization, *Shared Facilities, Shared Services
Identifiers-France

This report is volume 2 in a series of studies conducted and published by the Organisation for Economic Cooperation and Development (OECD) Programme on Educational Building (PEB) on the theme of coordination of school and community facilities. The report is intended to illustrate by means of concrete examples the general conclusions on coordination of school and community facilities that were published in the first volume of the series "Policies and Strategies." Three other volumes to be published will contain examples of developments in the United States, England/Australia, and Sweden. This volume reports in particular on the Centre Educatif et Culturel, at Istres, one of the first school and community centers of its kind in France. In addition to providing detailed information on the aims and history of the project, the programming and design method use, and the way the Centre functions at present, the project's difficulties and successes are analyzed. Complementing this material is a brief presentation of the context and the main trends that are characteristic of facilities coordination in France. In addition, the volume describes the method used by urban planners responsible for designing and constructing a major housing complex in Evry New Town to coordinate facilities and integrate them in their environment. (Author/MLF)

ED 162 407 EA 010 973

**Managing Conflict. Research Action Brief Number 3.**
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Contract-400-78-0007
Note-5p.
Available from-ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Conflict, *Conflict Resolution, *Educational Research, Elementary Secondary Education, Intergroup Relations, Interpersonal Relationship, *Literature Reviews, Organization, Principals

This report summarizes research findings concerning three types of conflict common in schools: structural conflict, group conflict, and cognitive conflict. Structural conflict arises out of the organizational structure. Corwin found that as schools become more complex, authority problems and teacher administrator conflicts rise. He also found that structures that allow the expression of minor conflicts minimize major conflicts. Group conflict arises from the friction and competition among groups. Blake and Mouton found that loyalty to a group distorts perceptions of another group's point of view. Sherif contended that intergroup conflict can be minimized by introducing goals that only can be attained by the cooperation of all groups. Cognitive conflict is conflict resulting from cognitive differences or differences in the way people interpret or use information. Brehmer contended that simple nonrational cognitive differences can sometimes develop into full-scale conflict. Hammond and others found that reducing cross-cultural conflict is difficult because of differences in past experience, psychology, or social background. These studies suggest that principals might reduce conflict by tolerating expression of minor conflict, minimizing the number of administrative subunits, embracing goals desired by all groups but not attainable by a single group, and identifying cognitive differences that may cause conflicts. (Author/JM)

ED 162 408 EA 010 983

*Geursen, Thijs J. Kamp, Kees*

**Lectures on School Building, Furniture and Equipment.**

Information Centre for School Building, Rotterdam (Netherlands).
Pub Date-Feb 78
Note-50p.; Photos may not reproduce clearly
Journal Cit-International School Building News, Vol. 15, No. 1, 1978
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Architectural Programing, *Classroom Furniture, *Educational Equipment, Educational Needs, Elementary Secondary Education, Facility Guidelines, Facility Requirements, Flexible Facilities, Foreign Countries, *School Buildings, *School Planning, Standards
Identifiers-*Netherlands

The Information Centre for School Building (ICS) in the Netherlands works on commissions of the central authorities, but also for local authorities, school boards, and sometimes commercial firms. This publication contains papers by Thijs J. Geursen, the managing director of the ICS and by Kees Kamp, the deputy director. In ``School Building for Society,'' Geursen discusses a number of factors that interact in building for education: (1) policy and management, (2) quantity versus quality and measures of control, (3) architecture as the exponent of function and cost, and (4) the role played by research and development work. In ``The School Building and Its Equipment,'' Geursen argues for flexible equipment and, based on research, comments on the educational function of tables and the frequency of equipment use. Kamp's paper, ``School Building and Their Equipment Functions and Interaction,'' examines in particular the importance of an integrated development of buildings and furniture for education and advocates that the school furniture industry better attune itself to the wide-ranging function of school furniture as the flexible filler of the school building. In ``School Furniture in the Design Stage of a School Building,'' Kamp examines what the usual process is when a school building is being designed, at what stage the furniture is being considered, and how to ensure that this consideration does not remain restricted to mere consideration. (Author/MLF)

ED 162 409 EA 010 994

**Oregon Minimum Standards. Module 1: Overview.**
Oregon State Dept. of Education, Salem.
Pub Date-Apr 78
Note-16p.; For related documents, see ED 130 419 and EA 010 995-997; Not available in paper copy due to color of paper of original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Academic Standards, Administrator Responsibility, Autoinstructional Programs, Basic Skills, Elementary Secondary Education, *Graduation Requirements, Performance Based Education, State Programs, State School District Relationship, *State Standards
Identifiers-*Oregon

The first of a series of self-instructional learning modules designed to familiarize users with Oregon minimum standards for public schools, this document includes background and expectations concerning Oregon's minimum standards and introduces the publication Elementary-Secondary Guide for Oregon Schools: Part I, Minimum Standards for Public Schools,'' a 1976 State Department of Education publication. Introductory performance indicators outline the important information and competencies to be taught in the module. A study guide structures the use of the module and explains the reasons for completing each part. A reprint of Minimum Standards for Oregon Schools: A Summary,'' a 1976 State Department of Education publication, presents historical background and explains the new emphasis on outcomes rather than inputs of schooling, graduation requirements, requirements for a certificate of competency, and responsibilities of local districts. A section on Oregon Minimum Standards for Public Schools: Summaries of OARs Related to Graduation Requirements'' outlines and summarizes the Oregon Administrative Rules relating to state minimum standards for graduation requirements. Topics explained include definitions, goals, accreditation, instructional planning, the instructional program, performance, attendance, electives, and responsibility for implementation. Two concluding activities help the user to define terms and verify that desired learning module outcomes have been met. (JM)

ED 162 410 EA 010 995

**Elementary-Secondary Guide, Part II. Module 2: Overview.**
Oregon State Dept. of Education, Salem.
Pub Date-Apr 78
Note-15p.; For related documents, see ED 140 441 and EA 010 994-997; Not available in paper copy due to color of paper of original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Administrator Responsibility, Autoinstructional Programs, Educational Objectives, *Educational Planning, Elementary Secondary Education, Guidelines, Instructional Programs, State Programs, State School District Relationship, *State Standards
Identifiers-*Oregon

The second of a series of self-instructional learning modules designed to familiarize users with Oregon minimum standards for public schools, this document outlines and explains the publication Elementary-Secondary Guide for Oregon Schools: Part II Suggestions,'' a 1977 State Department of Education publication. Part 2 of the guide explains Oregon Administrative Rule 581-22-208, which deals with instructional planning and requires school districts to set goals, conduct student assessment, undertake needs identification, and make program improvements. It also offers suggestions for how districts might meet minimum standards. This learning module begins with performance indicators that outline the important information and competencies to be taught in the module. A study guide structures the use of the module and explains the reasons for completing each part. The next portion of the module contains a section-by-section outline of part 2 of the guide. Finally, learning activities are provided to help users become comfortable in using part 2 of the guide, and a quiz helps verify that desired learning module outcomes have been met. (JM)

ED 162 411 EA 010 996

**Goal Based Planning. Module 3: Writing District Goals. Module 4: Writing Program Goals. Module 5: Writing Course Goals.**

Oregon State Dept. of Education, Salem.

Pub Date-Apr 78

Note-41p.; For related documents, see ED 141 889 and EA 010 994-997

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Administrator Responsibility, Autoinstructional Programs, Course Objectives, *Educational Objectives, *Educational Planning, Elementary Secondary Education, Guidelines, Performance Based Education, Program Planning, School Districts, State Programs, State School District Relationship, *State Standards

Identifiers-*Oregon

This document contains Modules 3, 4, and 5 of a series of self-instructional learning modules designed to familiarize users with Oregon minimum standards for public schools. All three modules focus on how to select and write educational goals as specified by the 1976 Oregon minimum standards for public schools, with Module 3 focusing on district goals, Module 4 focusing on program goals, and Module 5 focusing on course goals. Each module begins with a performance indicator that indicates the important information and competencies to be taught in the module. A study guide is then provided to structure the use of the module and explain the reasons for completing each part. The main body of each module defines one of the three kinds of goals, gives examples of acceptable goals, and explains criteria for judging acceptable goals at each level. Learning activities are designed to help users differentiate between acceptable and unacceptable goals. A final exam in each module attempts to verify that desired learning module outcomes have been met. (JM)

ED 162 412 EA 010 997

**Graduation Requirements. Module 6: Overview. Module 7: Minimum Standards Competencies.**

Oregon State Dept. of Education, Salem.
Pub Date-Apr 78
Note-19p.; For related documents, see ED 130 419, ED 140 442, and EA 010 994-996; Not available in paper copy due to color of paper in original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Academic Standards, Autoinstructional Programs, Basic Skills, Educational Objectives, Elementary Secondary Education, *Graduation Requirements, Guidelines, Performance Based Education, State Programs, State School District Relationship, *State Standards
Identifiers-*Oregon

This document contains Modules 6 and 7 of a series designed to familiarize users with Oregon minimum standards for public schools. Both modules focus on graduation requirements and each module begins with a performance indicator that indicates the important information and competencies to be taught in the module. Both supply study guides to structure the use of each module and explain the reasons for completing each part. The purpose of Module 6 is to explain the use of ``Graduation Requirements, Guidelines, Revised,'' a 1977 Oregon State Department of Education publication that explains state graduation requirements. It does so by providing learning activities that require reference to the publication. Module 7 focuses on the minimum competency requirements for graduation. It attempts to explain the relationship between goals, competencies, performance indicators, measures, and standards. It provides lists of questions and answers and an assessment model. A quiz attempts to verify that desired learning module outcomes have been met. (JM)

ED 162 413 EA 011 000

*Arnove, Robert F. Strout, Toby*

**Alternative Schools for Disruptive Youth.**

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date- 78

**Grant-NIE-P-76-0217; EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-*Alternative Schools, Behavior Problems, Educational Research, Elementary Secondary Education, Field Interviews, Literature Reviews, *Maladjustment

Identifiers-Career Study Centers MN, *Disruptive Students, East Campus Berkeley CA, Sweet Street Academy MI, Walbridge Academy MI

This paper analyzes the uses and misuses of alternative education programs for disruptive youth. It discusses their potential for assisting students who are unsuccessful in conventional school programs and points out their limitations and dangers. The paper describes the positive and negative aspects of existing alternative schools. It reviews what research indicates about the impact of alternatives, indicates lacunae in existing research, and suggests areas for further study. Four alternative programs are presented in detail. In a concluding section, the paper discusses a set of conditions that contribute to the success of alternative programs. (Author)

**Auke Lake Campus Site Development Plan.**

Alaska Univ., Juneau. Dept. of Facilities Planning and Construction.; Kramer, Chin and Mayo, Inc., Juneau, Alaska.
Pub Date-Aug 76
Note-73p.; A preliminary plan for the Auke Lake Campus, University of Alaska, Juneau which evolves from a thorough analysis of the existing campus and includes: theme statements, planning factors and siting guidelines ; Parts may not reproduce clearly
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-*Architectural Programing, *Campus Planning, Demography, Enrollment Projections, Facility Guidelines, Facility Requirements, Higher Education, Maps, *Master Plans, Parking Areas, Pedestrian Traffic, *Site Analysis, *Site Development, Space Utilization, State Universities
Identifiers-Alaska (Juneau), *University of Alaska

The University of Alaska, Juneau (UAJ), is the center for the University of Alaska Southeast and includes both a senior college and a community college. Most of the university facilities within the Juneau area are on the Auke Lake Campus, approximately 12 miles northwest of central Juneau. This report delineates the location of the campus, then briefly describes the scope and intent of this plan as it relates to the University's comprehensive master planning program. A brief description of the philosophy and objectives of both the University and its consultants follows, and the history of the University and stated objectives of the University of Alaska Southeast are reviewed. An analysis of existing conditions is presented that includes land use, zoning, ownership, utilities, soils, slopes, climates, and visual qualities of the site. Planning ratios in terms of square feet per student are established as guidelines for development of the campus. Site utilization guidelines are set and the mix of building types is established. Design proposals for development of the site are presented that provide a circulation and parking pattern, a proposal for utility distributions and height zones, and a conceptual site development plan in three phases. The report concludes with a series of recommendations made by the consultants that cover transportation, density of development, and architectural character. (Author/MLF)

ED 162 415 EA 011 022

*McPartland, James M. McDill, Edward L.*

**Alternative Research Perspectives on the Effects of School Organization and Social Contexts. An American Education Research Association Symposium.**

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Report No.-R-234
Pub Date-Sep 77
Note-77p.
**EDRS Price MF-$0.83 HC-$4.07 Plus Postage.**
Descriptors-Decision Making, Demography, *Educational Benefits, Educational Research, *Family Influence, Peer Groups, Peer Influence, *Positive Reinforcement, Power Structure, Rewards, *School Organization, Social Influences, *Social Structure, *Student Motivation, Student Participation, Student Responsibility, Student School Relationship

This report was prepared as part of the School Organization Program, a program focusing on authority-control structures, task structures, reward systems, and peer group processes in schools. It contains five papers delivered at an American Education Research Association Symposium. The papers examine current research on the effects of school organization and social contexts. The presentations emphasize different definitions of major school organization of contextual elements (reward, authority, and demographic structures), different causal mechanisms for school effects (reinforcement, participation, and reference group theories), as well as methodological issues that crosscut various research approaches (consideration of person-environment interactions and the choice of student outcomes as dependent variables). Included are Building an Effective Classroom Reward Structure'' by Robert E. Slavin, School Authority Systems and Student Motivation,'' by James M. McPartland, Social Network Models and Social Demography Theories'' by Nancy L. Karweit, Family and School Interactions and Main Effects on Non-Academic Outcomes'' by Joyce L. Epstein, and Differential Educational Payoff Models and Theories of the Diversity of Human Talents'' by Linda S. Gottfredson. Two discussions of the papers conclude the report, one by Sarane S. Boocock and another by Wilbur B. Brookover. (Author/JM)

ED 162 416 EA 011 023

**Public School Enrollment and Staff. New York State 1977-78.**

New York State Education Dept., Albany. Information Center on Education.
Pub Date-78
Note-65p.; Not available in hard copy due to small print size of original document

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Enrollment, Instructional Staff, Intermediate Administrative Units, Nonprofessional Personnel, Paraprofessional Personnel, *Personnel, Professional Personnel, Public Schools, *School Districts, *State Surveys, Statistical Data, Tables (Data)
Identifiers-*New York

This report presents data on enrollment, staff, and schools for all public school districts and Boards of Cooperative Educational Services (BOCES) in New York State. The data summaries were obtained from the annual survey of school districts conducted by the Information Center on Education in the fall of 1977. General data are presented for 1975-77, and more detailed data are included for 1977-78 enrollment and staff by grade level for the state, regions, counties, and districts. The number of operating school districts remained constant at 737, while the number of BOCES decreased by 1 to a total of 44. The number of public schools has been decreasing in the past three years. In 1977-78 there were 33 fewer schools operating as compared to the previous year, with the greatest decrease occurring in the elementary school category. The number of pupils enrolled in the public schools and BOCES of the state declined by 116,702 from the fall of 1976 to the fall of 1977. The total number of professional staff members employed by public school districts in fall 1977 was 203,138, of which 175,879 were classroom teachers. The total number of paraprofessional and support staff in 1977 was 136,220. (Author/JM)

ED 162 417 EA 011 024

*Gonder, Peggy*

**The Competency Challenge: What Schools Are Doing.**

National School Public Relations Association, Arlington, Va.

Pub Date-78

Note-97p.

Available from-National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 411-13345; $7.95; All orders under $12 must be prepaid)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Basic Skills, Demonstration Programs, Educational Trends, Elementary Secondary Education, Legal Problems, *Minimum Competency Testing, *Performance Based Education, Performance Criteria, Program Descriptions, Public Relations, School Community Relationship, School Districts, School Systems

This report is an indepth study of the competency movement. It probes current methods of constructing, administering, evaluating, and explaining competency tests; it gives detailed accounts of specific state and local programs; it presents case histories that can enable the administrator and educator to benefit from the experience of others; and it shows samples of actual competency tests currently in use. Beginning with ``What Is Competency Based Education?'' the book goes on to examine legal problems that have arisen out of competency testing, such as cultural bias and insufficient preparation. It then examines implications and trends for the future. The report attempts to offer concrete ideas and information that can help schools implementing competency-based education programs avoid the pitfalls and develop a broad, up-to-the-minute response to the competency challenge. An appendix contains National Assessment of Educational Progress sample questions, a table summarizing state activity in minimal competency testing, and selected relevant resources. (Author/JM)

ED 162 418 EA 011 025

*Taylor, Bruce And Others*
**Negotiations 1979.**
New Jersey School Boards Association, Trenton.
Pub Date-78
Note-88p.; For a related document, see EA 010 821
Available from-New Jersey School Boards Association, P.O. Box 909, Trenton, New Jersey 08605 ($6.00 plus postage)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Board of Education Policy, *Collective Bargaining, Contracts, Grievance Procedures, *Labor Legislation, Negotiation Agreements
Identifiers-*New Jersey

This report, one of a series of yearly reports, analyzes New Jersey school labor negotiations laws and practices as of 1979. One article deals with the school board's ability to take actions within the framework of the negotiations law. Another concerns leave provisions for illness and disability connected with pregnancy, childbirth, and child-rearing. Other articles concern bargaining tactics, impasse procedures, the changing scope of negotations (with special reference to a 1978 New Jersey Supreme Court decision), and employee grievances (with special emphasis on the West Windsor'' decision). An analysis of the New Jersey Education Association's Sample Agreement for 1979-1980 is included. Other topics touched on include management rights versus the duty to bargain, the meaning of good faith bargaining, budget caps, board proposals, negotiating committees, record-keeping, common bargaining errors, and the importance of timing. A brief bibliography lists relevant books, films, and periodicals. (Author/JM)

ED 162 419 EA 011 026

**Materials Inventory. Third Edition. United States Office of Education Exemplary Projects.**

Far West Lab. for Educational Research and Development, San Francisco, Calif.; Office of Education (DHEW), Washington, D.C.

Pub Date-78

Contract-300-77-415

Note-574p.; For a related document, see ED 149 439; Not available in paper copy due to small print of original document

**EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.**

Descriptors-Demonstration Programs, Demonstration Projects, Elementary Secondary Education, Estimated Costs, *Instructional Materials, Instructional Media, *Resource Materials

Identifiers-*National Diffusion Network, National Diffusion Network Programs

Designed as a companion document to ``Educational Programs That Work,'' this inventory attempts to indicate the types and costs of materials used when adopting programs approved by the Joint Dissemination Review Panel. Information shown was provided by the staff of each approved project. The inventory is intended for use by state facilitators and other linking agents who are working with school districts to locate exemplary practices. When possible, the inventory indicates whether the materials are used for awareness, training, evaluation, management, or instruction. Special equipment needs are also identified. As far as possible, project staff have indicated whether they consider items essential or optional. Also indicated are the distributor and publication dates for each resource and the cost for most items. The name and address of a contact person for each project are provided. (Author/JM)

ED 162 420 EA 011 027

*Jasper, Renee B.*

**Catalog of Federal Education Assistance Programs 1978. An Indexed Guide to the Federal Government's Programs Offering Educational Benefits to the American People.**

Office of Education (DHEW), Washington, D.C.

Report No.-HEW-OE-78-01600

Pub Date-78

Note-761p.; Not available in paper copy due to small print size

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01865-9; $6.25)

**EDRS Price MF-$1.33 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Educational Programs, *Federal Aid, *Federal Programs, Financial Support, Grants, Program Descriptions, Program Guides, Scholarships, Student Financial Aid, Student Loan Programs, Technical Assistance, Training

Identifiers-Office of Education (USOE), Surplus Equipment

This catalog is composed of brief descriptions of and extensive indexes to federal programs that provide educational benefits to the American public. It includes all programs administered by the U.S. Office of Education as well as programs administered by other federal agencies in support of educational services, professional training, or library services available to the general public. Each program is described in terms of the specific type of assistance provided, the purpose for which it is available, who can apply for it, and where to apply. The federal offices to contact for additional information on each program are identified. The catalog includes programs, activities, and services that can be requested or applied for by political subdivisions such as states, counties, or cities, or by corporations, institutions, or individuals. It includes grants, loans, loan guarantees, scholarships, mortage loans, insurance, and other types of financial assistance. It also describes the provision of federal property, facilities, equipment, goods, or services, including the donation of surplus real and personal property. Finally, it includes programs providing technical assistance, counseling, and professional training. (Author/JM)

ED 162 421 EA 011 028

*Berman, Paul McLaughlin, Milbrey*
**Rethinking the Federal Role in Education.**
Rand Corp., Santa Monica, Calif.
Report No.-P-6114
Pub Date-May 78
Note-59p.
Available from-The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($3.00)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Educational Change, *Educational Policy, Elementary Secondary Education, Federal Legislation, *Federal Programs, Federal State Relationship, School Districts, State Departments of Education, State School District Relationship

Past federal educational policy failures can be traced to three sources. The first is unrealistic expectations about schools' capacity for social reform, about the time needed to produce significant change, and about the degree of federal leverage over local school district behavior. The second source is the misconception that improving educational performance requires innovative educational technologies, missing inputs,'' and a project focus for federal funds. Third, federal programs have suffered from poor implementation. Premises about the operation of state education agencies (SEAs) and local school districts gleaned from research literature suggest several recommendations to help make federal educational policy more effective in promoting local change. (1) The federal government should establish an Area Cooperative Program that would provide assistance to school districts for the implementation of federal programs. (2) The federal government should establish a district-based professional growth program for the purpose of developing school districts' capacity to provide staff development on a regular basis. (3) The federal government should revise the Elementary and Secondary Education Act Title IV to strengthen the administrative capacity of SEAs to more effectively influence district performance. (4) Federal agencies should develop accounting and programmatic control procedures that permit the integration of federal and state (or local) categorical funds. (Author/JM)

ED 162 422 EA 011 029

*MacNab, G. L. Unitt, J.*
**A Cost Analysis Model for Programs in French as a Second Language.**
Ontario Dept. of Education, Toronto.
Pub Date-78
Note-364p.; For a related document, see ED 150 705; Not available in paper copy due to small print of original document
Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 ($3.00)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Class Size, *Cost Effectiveness, Elementary Secondary Education, *French, Instructional Materials, Instructional Student Costs, Models, *Program Costs, Second Language Learning, Student Transportation, Tables (Data), Teacher Salaries
Identifiers-Canada

This cost analysis model was developed for use in examining the costs of programs teaching French as a second language. Its main aim is to understand how costs are incurred, but it can be used to figure actual costs that can be used in a cost benefit analysis. The model was developed using data from two Canadian school boards that offer a variety of French programs to their students. The model recognizes that costs depend on program content, allocation of student time, pedagogical methods, delivery of content, organization of pupils, staff assignment, instructional materials, transportation, buildings and plant operation, individual support, and resource services. An emphasis is placed on the cost arising from class size, teacher salaries, busing, and curriculum materials and supplies. Class size is important because many costs the teacher, classroom, and much curriculum material are incurred on a per class basis. The smaller the class, the larger are per pupil costs. Because teachers' salaries are the major item on the school budget, the model includes a technique for studying the utilization of teacher time. (Author/JM)

ED 162 423 EA 011 030

*Parker, James C.*

**From Conventional Wisdom to Concept: School Administration, 1934-1945.**

Pub Date-Mar 78

Note-41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978); Not available in paper copy due to marginal legibility of original document

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Administrator Qualifications, Administrator Responsibility, *Administrator Role, *Educational Administration, *Educational History, Elementary Secondary Education, School Community Relationship, Social Change

The period from 1934 to 1945 witnessed a number of changes in education and in school administration. Teachers' problems were common. For example, teachers were only minimally prepared for their positions, especially in rural areas, and teachers' salaries were low. Secondary curriculum moved from college preparation to preparation for life. A debate was in progress about whether schools ought to be the agents or the leaders of society. Increasing attention was paid to experimental methods in analyzing school problems. The period saw a significant rise in the number of full-time administrators, as school districts consolidated and states began to certify administrators. Administrators began to be differentiated by roles and responsibilities. Secondary education was growing and with it the importance of the secondary principalship. The level of administrators' degree attainment was rising. Supervision changed from inspectorial to a focus on improvement of teaching. The new school administrator would now have to be effective in problem-solving and group dynamics, as well as financial planning. Leading writers like Jesse Newlon were adding social theory and social psychology to administration curricula, along with the standard finance and management. Others continued to stress efficient management and record-keeping. (Author/JM)

*De Leonibus, Nancy*

**Absenteeism: The Perpetual Problem. The Practitioner, Vol. V, No. 1.**

National Association of Secondary School Principals, Reston, Va.

Pub Date-Oct 78

Note-13p.; Not available in hard copy due to colored pages and light type

Available from-NASSP, 1904 Association Drive, Reston, Virginia 22091 ($0.50; quantity discounts; orders totaling $10 or less must be prepaid)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Academic Achievement, *Attendance, *Demonstration Programs, Educational Policy, Principals, Secondary Education, Secondary School

Students, *Truancy

Absenteeism is frequently cited as the most troublesome day-to-day problem for secondary school administrators. There are no perfect answers to the problem. A strong stand on absenteeism usually results in only partial success, but a permissive policy often produces many more absences. A report on absenteeism by Educational Research Service found a correlation between high attendance rates and high achievement scores. Punitive attendance policies appear to result in higher attendance rates for most students and higher achievement scores for students with low IQs, but no achievement gains for high IQ students. In some states, lowering a student's grade solely because of absenteeism is illegal. Incentive programs show mixed results. The best attendance policies involve administrators, teachers, students, and parents in policy-making. The most successful policies are strong, specify expectations and outcomes clearly, are well publicized, and are consistently enforced. A description of attendance policies and procedures used throughout the country concludes this newsletter. (Author/JM)

ED 162 425 EA 011 032

*Trump, J. Lloyd Georgiades, William*

**How to Change Your School.**

National Association of Secondary School Principals, Reston, Va.

Pub Date-78

Note-75p.

Available from-NASSP, 1904 Association Drive, Reston, Virginia 22091 ($1.15; 5 or more copies $0.85; orders totaling $10 or less must be prepaid)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Change Strategies, Demonstration Programs, *Educational Change, Educational Innovation, Needs Assessment, Problem Solving, Program Evaluation, *Program Improvement, Secondary Education, Team Administration

Identifiers-*Model Schools Project

The fourth publication in the Model Schools series, this guide for administrators suggests changes and procedures that come mainly from the authors' experience in the Model Schools Project, a five-year program sponsored by the National Association of Secondary School Principals. The project's purpose was to demonstrate in a group of schools that educational opportunities can be enhanced when a variety of educational innovations are coordinated with improved methods of program evaluation. Throughout the booklet, the authors urge full involvement of the faculty, student body, administration, school board, parents, and general citizenry in school changes. Topics covered include deciding whether to change the school; deciding what to change; using sound teaching methods to change persons and schools; providing options to make changes easier; using information you already have; collecting additional data to facilitate change; profiting from experiences of others; acting positively to gain confidence; coping with problems; accepting personal responsibility; organizing to provide effective leadership; and basic questions to ask before beginning. Each chapter concludes with possible first steps toward implementing the procedures discussed. (Author/JM)

ED 162 426 EA 011 033

*Fowler, William J., Jr.*
Re: State Aid to Non-Public Schools. Occasional Paper Pub Date- Jun 78
Note-17p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Constitutional Law, Elementary Secondary Education, *Nonpublic School Aid, *Parochial School Aid, *Private Schools, State Aid, *State Church Separation, Supreme Court Litigation
Identifiers-First Amendment, Lemon Doctrine, New York

Supreme Court decisions, New York State laws, and Fleischmann Commission findings all determine how New York may aid nonpublic schools. The Supreme Court has upheld a New Jersey law permitting reimbursement to parents for transportation of children attending sectarian schools. It also allowed a New York statute providing textbooks to both public and nonpublic school students. In 1971 the Court handed down the ``Lemon Doctrine'' summarizing the three tests for all state aid statutes: the statute must have a secular purpose, not advance nor inhibit religion, and not produce an excessive governmental entanglement with religion. By these criteria the court struck down a Rhode Island law giving a salary supplement to private school teachers and a Pennsylvania law reimbursing nonpublic schools for salaries, textbooks, and instructional materials. No Supreme Court decision has found that any state legislation passed all three tests. The Court also struck down a portion of a Pennsylvania law providing auxiliary services to nonpublic schools. State aid to New York nonpublic schools is made more difficult by a strict state constitutional prohibition. New York's Fleischmann Commission reaffirmed the Lemon Doctrine and concluded that vouchers, tuition grants, or student or parent aid plans would be unconstitutional. (Author/JM)

ED 162 427 EA 011 034

*Barr, Richard H.*

**Revenues and Expenditures for Public Elementary and Secondary Education, 1975-76.**

National Center for Education Statistics (DHEW), Washington, D.C.
Report No.-DHEW-NCES-78-102
Pub Date-78
Note-31p.; For related documents, see ED 133 833 and ED 140 402; Not available in paper copy due to small print size
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01899-3; $1.50)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Educational Finance, Elementary Secondary Education, Expenditure Per Student, *Expenditures, Income, Intermediate Administrative Units, *National Surveys, Questionnaires, School District Spending, School Funds, *School Statistics, State Departments of Education, *Tables (Data)
Identifiers-Educational Revenues

This report presents a variety of revenue and expenditure data for U.S. public elementary and secondary schools during the 1975-76 fiscal year. Data were compiled from annual expenditure reports submitted by each state. Information is intended to meet the general information needs of educational researchers and the more specialized needs of personnel administering programs under P.L. 81-874, School Assistance in Federally Affected Areas, and P.L. 89-10, the Elementary and Secondary Education Act of 1965. Consequently, in addition to revenue data, the publication contains capital outlay and debt service data as well as three types of current operating expenditure data. The first type of current expenditure includes state and intermediate level administration. The other two are for local public elementary and secondary education and include both current expenditures as defined by a U.S. Office of Education Handbook and current expenditures as defined by P.L. 81-874 and P.L. 89-10. A sample of the questionnaire form used to collect the survey data is included. (Author/JM)

ED 162 428 EA 011 035

*Bartlett, Larry*
**School Administrator and Attorney Relationships: Suggestions and Considerations.**
Iowa State Dept. of Public Instruction, Des Moines.
Pub Date-Sep 75
Note-21p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Administrator Responsibility, Court Litigation, Decision Making, *Lawyers, *Legal Aid, Legal Costs, *Legal Problems, Policy Formation, *School Administration, School Law, School Policy
Identifiers-Administrator Attorney Relationship

To avoid fear of potential lawsuits, administrators today must include a school attorney in decision-making. An attorney is especially useful in performing such functions as reviewing board policies and administrative regulations; monitoring collective bargaining negotiations; advising concerning employee termination and nonrenewal; consulting regarding student civil rights; previewing board agendas; forecasting implications of pending legislation; representing school administration before administrative agencies; drawing up corporal punishment procedures; reviewing employee negligence procedures; advising concerning bidding on and offering service contracts; monitoring bonding and finance policies; counseling on reorganization procedures; and setting up transportation plans. School administrators must keep many important things in mind when retaining an attorney. Hiring should be done by the school board after careful study. Dismissing should only be for serious failings. Arrangements for payment should be clearly agreed on. The attorney's responsibility in litigation should be clearly spelled out. Most of an attorney's activity should be in preventing lawsuits. The relationship between the attorney and the school board should be open enough that the attorney will point out possible legal problems before they occur. Although retaining an attorney may at first look expensive, it may save the school large sums in lawsuits. (Author/JM)

ED 162 429 EA 011 036

*Bartlett, Larry And Others*

**Family Educational Rights and Privacy Act of 1974.'' A Model Policy and Rules (Revised).**

Iowa State Dept. of Public Instruction, Des Moines.
Pub Date-Nov 76
Note-28p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Administrator Responsibility, Confidentiality, *Confidential Records, Disclosure, Educational Legislation, Federal Legislation, Models, Policy Formation, *Privacy, *Student Records, *Student Rights
Identifiers-*Family Educational Rights and Privacy Act 1974, School District Regulations

The model policy and rules presented here were based on the final rules concerning education records appearing in the Federal Register'' and are designed to help those developing and implementing local policy and rules. The model policy is a short statement of direction concerning student records. The rules, covering 21 different areas, explain the application of the policy to specific circumstances. The suggested rules cover such areas as hearing procedures, consent for record dissemination, dealing with computerized records, administrative responsibility for records, maintaining logs of requests for records, access to records, and permission releases. Model forms included in the publication are a model form notifying parents and students about record access, a cumulative record review log, a record request form, a notification of pupil record transfer form, a third-party record release form, and a record of inspection of pupil records. (Author/JM)

ED 162 430 EA 011 037

**Bartlett, Larry And Others**
**Search & Seizure in the Schools. A Model Policy and Rules.**
Iowa State Dept. of Public Instruction, Des Moines.
Pub Date-Nov 76
Note-19p.; May not reproduce clearly due to light print
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Civil Liberties, Constitutional Law, Elementary Secondary Education, Models, Policy Formation, Public Schools, School Districts, School Responsibility, *Search and Seizure, *Student Rights, *Student School Relationship
Identifiers-*Fourth Amendment, School District Regulations, Student Lockers

The issue of search and seizure in the public schools is clouded by conflicting legal decisions. School policies and rules on the issue should be made only after considerable deliberation and community input. Because of the lack of clarity, this model of search and seizure policy and rules is intended only as a basis for consideration of the topic. In making search and seizure policies, a balance must be maintained between an individual student's rights and the school's responsibility to maintain an environment conducive to learning. The basis for protection from unreasonable searches and seizures is the Fourth Amendment to the Constitution. The importance of the school's responsibility for maintaining an environment conducive to learning is evident in recent Supreme Court decisions involving short-term suspension of students and corporal punishment. The search and seizure policy suggested here is a short general statement of district direction concerning the policy. Numerous rules are suggested that apply the policy to specific circumstances. This model attempts to distinguish among three types of searches: maintenance inspection of lockers; contraband search of lockers; and contraband search of students and their immediate possessions. (Author/JM)

ED 162 431 EA 011 038

**Planning and Managing the Physical Environment of Public Institutions. EFL Reports No. 29.**

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date-Sep 78

Note-13p.; Photos may not reproduce clearly

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Building Conversion, Community Education, *Community Schools, Declining Enrollment, Elementary Secondary Education, Flexible Facilities, Foreign Countries, *Neighborhood Centers, *Public Facilities, School Community Relationship, *Shared Facilities, *Shared Services, Social Services

Identifiers-*Europe, France, Sweden

This issue contains the second of a two-part feature about European community school centers. The principal difference between the European and the American community school movements is that in almost all European nations the federal government supports them and takes an active part in their development. The article focuses on the forms of facilities and their administrative organization in Sweden and France. In Sweden most new developments are designed around small town centers. An example is given of a town center that contains a high school, medical center, sports hall, library, restaurant, and a complex of shops and stores with adjacent residential sections. The library, gymnasium, assembly hall, and medical center were designed to serve school and community simultaneously. In another Swedish town, community and school facilities are integrated into housing developments. The schools can be converted into housing when the need for primary schools begins to decline. The Kulturhuset is an expanded library, art gallery, and municipal services center built in the middle of Stockholm. In France new town projects have community facilities grouped around or close to a shopping center. The buildings and their programs are designed for intergenerational use according to the activity rather than according to the age or social characteristics of the users. (Author/MLF)

*Bartlett, Larry And Others*

**School Administrators and Law Enforcement Officials. A Model Policy and Rules.**

Iowa State Dept. of Public Instruction, Des Moines.

Pub Date-May 77

Note-12p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Discipline Policy, Elementary Secondary Education, *Law Enforcement, Models, *Police School Relationship, Policy Formation, Public Schools, School Districts, *Student Rights, Student School Relationship

Identifiers-School District Regulations

Districts should develop a procedure for the handling of their relations with law enforcement officials that balances students' and parents' rights with the responsibilities of law enforcement officials. This balance can be maintained only through a good working relationship between the school and law enforcement personnel in which each recognizes the other's responsibilities and the rights of students and their parents. This model is designed to aid school districts in the development of policies and rules. It should be used as a focal point of discussion rather than merely adopted as it stands. Such a policy should be reviewed by staff, students, community members, law enforcement officials, and legal counsel. The model policy is a short statement expressing general school district philosophy concerning investigations and the relationship between the school and law enforcement officials. The rules apply the policy to specific situations and cover such areas as administrative investigations, law enforcement investigations, questioning of students, violations of criminal law, taking a student into custody, and the maintenance of regular communication between school officials and law enforcement officials. (Author/JM)

ED 162 433 EA 011 040

*Bartlett, Larry And Others*

**Absences. A Model Policy and Rules.**

Iowa State Dept. of Public Instruction, Des Moines.
Pub Date-Sep 78
Note-17p.; Appendix A may be marginally legible
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Attendance, Attendance Officers, *Discipline Policy, Elementary Secondary Education, Policy Formation, Public Schools, School Districts, *Truancy
Identifiers-School District Regulations, School Rules

The model attendance policy offered for consideration here suggests that school districts should encourage regular school attendance and may demand reasonable excuses for absences. Unexcused absences may warrant disciplinary action. The suggested rules that apply the attendance policy to specific situations cover a number of areas. A broad statement of attendance philosophy might introduce attendance rules. The rules may stipulate that after prolonged absences, parents may be contacted by the school. Rules concerning tardiness should be included in the attendance rules. Legitimate reasons for excusing absences should be clearly listed along with mechanisms for obtaining special permission to be absent. The rules for completing missed school work may be included. Penalties for unexcused absences might be probation, detention, or suspension. It is suggested that reduction of grades not be used as a disciplinary procedure. The duties and jurisdiction of the truancy officer may be incorporated in the attendance policy. These rules and policies should not be adopted verbatim, but rather adapted to individual situations and needs. The appendix includes Iowa laws concerning school attendance and cites studies on absenteeism and achievement. (Author/JM)

ED 162 434 EA 011 041

*Beck, E. M. Summers, Gene F.*

**Additive, Multiplicative, and Mixed Models for Studying Community Change.**

Pub Date-78

Note-17p.; Paper presented at the Seminar on Nonmetropolitan Industrial Growth and Community Change (San Francisco, California, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Change Agents, *Community Change, *Community Study, *Mathematical Models, Social Change

Identifiers-Additive Models, Mixed Models, Multiplicative Models

The conceptual and theoretical implications of employing different functional models of social change at the community level are outlined in this paper. While no new theoretical or methodological ground is broken, a class of models is recommended that appear infrequently in sociological literature, yet are well suited for representing social change. In particular, the ramifications of additive, multiplicative, and mixed models are explored. Regardless of whether the variable being examined is rate of social change or amount of social change, the additive model has little to recommend its use. If the researcher is interested in the amount of change, then a mixed model seems the best form to be employed. If the interest is in the rate of change, the multiplicative form may be more desirable. Social change can be viewed as a contingent process in which the state of development interacts with change agents to produce a new stage of development. Furthermore, change agents themselves do not operate in isolation, but in a complementary fashion to produce social change. (Author/JM)

ED 162 435 EA 011 042

*Olney, James T.*
**Minimum Competency Legislation in the Fifty States. Research Monograph.**
Oregon Legislative Administration Committee, Salem. Legislative Research.
Pub Date-5 Oct 77
Note-18p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Basic Skills, Degree Requirements, Elementary Secondary Education, Equivalency Tests, Federal Legislation, *Minimum Competency Testing, *Performance Based Education, *State Legislation, Student Promotion
Identifiers-National Commission on Basic Education

This monograph briefly describes state legislation and administrative rules concerning competency-based education. Defeated legislation is also included. In 1978-79 California, Nevada, and New York are requiring graduating seniors to pass a proficiency exam before receiving a diploma. In Nevada and New York similar exams are administered to determine student promotion. Nine states use a statewide proficiency exam as an indicator of student progress and the need for remedial classes. Alaska, Colorado, and Missouri have an optional exam. Eleven states, including Oregon, require that minimum competency standards be developed to measure students' progress. A chart details the activities of all the states in competency standards development and competency testing. Included in the appendix are the titles of the legislation cited in the chart and the full text of a congressional bill to establish a National Commission on Basic Education to review state plans and set standards. (Author/JM)

*Smith, P. J. Groom, K. N.*

**Predicting School Populations.**

Royal Inst. of Public Administration, Reading (England). Local Government Operational Research Unit.

Pub Date-Nov 71
Note-28p.; For a related document, see EA 011 044 ; A study for the London Borough of Bromley
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Data Collection, Elementary Secondary Education, *Enrollment Influences, *Enrollment Projections, Foreign Countries, *Models, Public Schools, Tables (Data)
Identifiers-England (London)

This system for predicting enrollment in the London Borough of Bromley was first developed for the Hertfordshire County Council and was modified to fit the unique situation in Bromley, including high mobility of the population and high proportion of children in private schools. The system divides the borough into 207 zones and produces forecasts for each zone for each of the next seven years. The forecasts show the age of each pupil, sex, and whether Roman Catholic. To make predictions, information is collected and analyzed on housing development in the area, immigration into new houses, migration of the population, and private school children. Additional forecasts are made of children outside the borough who may need places in schools within the borough. Each year the system and forecasts are updated. The main features of the forecasting system and the procedures involved in applying it are described. (Author/JM)

ED 162 437 EA 011 044

**Education Planning: Pupil Forecasting.**
Royal Inst. of Public Administration, Reading (England). Local Government Operational Research Unit.
Pub Date-Jun 74
Note-12p.; For a related document, see EA 011 043
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Data Collection, Elementary Secondary Education, *Enrollment Influences, *Enrollment Projections, Foreign Countries, Parochial Schools, Population Trends, Public Schools
Identifiers-England

This computer-based system of enrollment projection predicts up to seven years ahead the number of school children of each age and sex who will be in school. The main distinguishing feature of the system is the ability to detect well in advance small changes in the geographical distribution of children. Forecasts are made for zones that will yield about twenty new pupils each year. Because forecasts are made for these small zones rather than for the area as a whole, it is possible to take special account of local factors that may affect the long-term demand for school places. The forecasting system deals with children attending voluntary schools such as parochial schools, children moving into new houses, children moving in or out of the school system, and children outside the area being studied who request enrollment in schools within the area. The prinicpal use of the forecasting system is in determining the timing and location of new school buildings. After the system is running smoothly, it can also be used to plan teacher assignment, school boundary areas, and transportation plans. The system could also be adapted to forecast populations other than school children. (Author/JM)

ED 162 438 EA 011 047

*Broadnax, Walter D.*

**Executive Development: Attitudes, Values, and Beliefs Within an Administrative Context.**

Pub Date- Nov 77
Note-20p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Attitudes, Beliefs, Ethical Values, *Management Development, *Moral Values, Public Service Occupations
Identifiers-Andragogy

Values, attitudes, and beliefs are frequently neglected in education for public service. It is difficult to teach these concepts in a traditional pedagogical manner. Instead, concentration on these concepts is more appropriate through the andragogical'' approach often used in executive development programs. Andragogy'' is based on the educational needs of the student and includes personal and affective feedback. Executive development is intended to help effective managers become more effective. Since attitudes spring from values that are enduring beliefs, values are more critical than attitudes or beliefs. The four critical stages of executive development are self-examination, self-expectations, hypothesis development, and hypothesis testing. During the self-examination stage, the executive looks inside to discover values, expresses them to another person, and receives feedback about them. During the self-expectations stage, the executive determines what kind of person he or she wishes to become. During the hypothesis development stage, the executive determines whether to change values and what values to change. During hypothesis testing, executives change their behaviors in accordance with their new values and determine how well the new values work in the real world. This new awareness of the relationship between values and behavior allows administrators to improve their effectiveness. (Author/JM)

*Faherty, William Barnaby And Others*

**From One Generation to the Next 160 Years of Catholic Education in Saint Louis.**

Catholic Archdiocese of Saint Louis, Mo.
Pub Date-78
Note-40p.; Photos may not reproduce clearly
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Catholic Educators, *Catholic Schools, *Educational History, Elementary Secondary Education, Higher Education, Local History, Religious Differences, Religious Discrimination
Identifiers-*Archdiocese of St Louis MO

The history of Catholic schools began in the Archdiocese of St. Louis 160 years ago, significantly antedating Catholic schools on the eastern seaboard. The first Catholic college and university west of the Mississippi were in St. Louis. Catholic education began in St. Louis with four giants, Bishop Louis Du Bourg, Bishop Joseph Rosati, Blessed Philippine Duchesne, and Peter Verhaegen. They produced extensive development of Catholic education by 1840. In the early 19th century anti-Catholic feeling was prevalent in the United States, and in St. Louis, rioters threatened Catholic schools, and one school for blacks was closed. Public schools were Protestant in orientation and Catholic schools were considered un-American. During the latter half of the 19th century, parochial schools in St. Louis developed dramatically under Archbishop Peter Kenrick. In 1896 his successor Archbishop Kain insisted that every pastor establish a parochial school and every Catholic child attend these schools. In 1903 his successor Archbishop Glennon encouraged the development of Catholic high schools. In 1911 three such schools opened, although finances were a continual problem. After 1946 Catholic schools became increasingly racially integrated and their numbers continued to grow. However, enrollments declined throughout the sixties, and in the seventies schools were consolidated. Yet the St. Louis system today numbers 200 schools and is one of the ten largest Catholic systems in the United States. (Author/JM)

ED 162 440 EA 011 049

*Bernays, Edward L.*
**Kingsley Memorial Lecture.**
Pub Date-11 Jul 78
Note-11p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Community Relations, Community Support, *Public Relations, *Public Schools, Public Support, School Community Cooperation, *School Community Relationship, School Support
Identifiers-*School Public Relations Directors

Two overarching tasks face school public relations directors. These tasks are gaining public support for education and fostering understanding and acceptance of the professions of school public relations. Both are difficult. Schools today suffer from a lack of public confidence. School public relations suffers from a lack of understanding by the public. This lack of understanding may be partially because those who promote school public relations are called by at least eleven different names, from information specialists to directors of public relations. To begin to solve these problems, it is important to remember that public relations directors are more than just communicators; they are societal technicians applying knowledge of the social sciences to bring about high level adjustments between the public and public school education. This can be called the engineering of consent'' and can be accomplished by concentrating on eight areas: (1) defining immediate, intermediate, and long-range goals, (2) researching the publics with whom adjustments are being made, (3) reorienting goals if necessary, (4) deciding on strategies, including how to use the four Ms'' mind power, manpower, mechanics, and money, (5) determining appropriate themes and appeals for the publics involved, (6) getting organized, (7) timing and planning tactics, and (8) making a budget. (Author/JM)

ED 162 441 EA 011 050

*Defoe, Don M.*

**The Governance, Organization, and Financing of Education for Alaska Natives.**

Alaska Univ., Fairbanks. Center for Northern Educational Research.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Aug 78
Contract-NIE-P-77-0241
Note-108p.; Not available in paper copy due to marginal legibility of original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Access to Education, *Alaska Natives, *Educational Finance, Educational History, Educational Policy, Elementary Secondary Education, Equal Education, Federal State Relationship, *Governance, Government School Relationship, *Organization, Research Needs, State History
Identifiers-*Alaska

The history and current status of the governance, organization, and financing of education for Alaska natives are discussed in this report. The first chapter briefly summarizes key factors of geography, environment, economics, and population affecting educational development throughout Alaska's history. Chapter 2 covers the Russian period and the early United States period from 1867 to 1900. The emergence of the territorial government in the years 1900 to 1917 produced a turning point in Alaska's educational history, culminating in the creation of the Territorial Department of Education. This period, marking the formalization of the dual system of education, is discussed in Chapter 3. In Chapter 4 attention is focused on the parallel federal and territorial educational systems, with an emphasis on governance, organization, and financing. The first decade of statehood, when considerable attention was paid to education and state-federal relationships, is treated in Chapter 5. Chapter 6 centers on the 1970s. The last 30 years have seen many efforts toward bringing about a single school system in Alaska, but no final accomplishment. In Chapter 7 the current significant policy issues are reviewed and in Chapter 8 research questions that need to be explored are noted. (Author JM)

ED 162 442 EA 011 051

*Valentin, Cathy S. Alston, Herbert L.*
**Survey of Parents' Expectations of Public Schools and Aspirations for Their Children's Education. Project Report.**
Houston Independent School District, Tex.
Spons Agency-Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date-Jul 78
Note-55p.; An Educational Needs Projection Model
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-*Community Surveys, Educational Needs, Educational Planning, Educational Research, Elementary Secondary Education, *Needs Assessment, *Parent School Relationship, Questionnaires, School Districts, Tables (Data)
Identifiers-*Houston Independent School District TX

The purpose of this survey was to determine future needs of the Houston Independent School District based on parents' expectations of schools and aspirations for their children's education. Questionnaires were sent to a random sample of parents of 982 secondary students and 1,058 elementary students. The sample reflected the sex and ethnic distributions of the total district enrollment. Tabulation of the questionnaires indicated that a majority of parents considered education a high priority item and wanted increased emphasis on basic skills, career awareness programs, and college preparation programs. Most would spend existing extra school funds on handicapped and disadvantaged students. The majority of parents hoped that their children would have a college education, become professionals, and learn to think for themselves. Parents supported competency testing but were against using it to permit early graduation. They felt that the current length of a child's total education and of the school day and year should remain the same. While most favored courses for parents enabling them to tutor their children, they were not willing to pay extra taxes to support this program. Parents (especially minority parents) wanted day care for preschoolers. Most wanted to maintain or decrease the current reliance on property taxes. (Author/JM)

ED 162 443 EA 011 053

*Wisniewski, Richard*

**The Dean of Education and the Looking-Glass Self.**

Pub Date-2 Mar 77
Note-23p.; Paper presented at the Annual Meeting of the Society of Professors of Education (Chicago, Illinois, March 1977)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*College Deans, College Faculty, Educational Change, Ethnography, Higher Education, *Leadership, *Role Perception, Role Theory, *Schools of Education, Self Evaluation, Teacher Administrator Relationship

Outlining the premises of role theory applicable to the dean's role, this paper attempts to analyze the dean's role from several perspectives. It recommends ethnographic research for a true understanding of the dean's role and as a means of hastening the reform of education. Recent studies of the deanship, the professoriate, and schools of education reflect the kind of critical self-scrutiny advocated in this paper. The role of the dean of the college of education is analyzed here in relation to the significant others to whom the dean must respond: faculty, students, central administration, school systems, superintendents, and state departments of education. The role of the dean is largely determined by the expectations that others have about it. Faculties expect the dean to be a leader and this is the role toward which the dean must strive. Deans of education must be students of their own roles if they have hopes of becoming true leaders or of influencing institutional change. (Author/JM)

ED 162 444 EC 111 415

***Leeper, Herbert A., Jr. Iverson, Rachel L.***
**Vocal Frequency Measures in Normal Speaking Children and Children with Vocal Deviations. Final Report.**
Oklahoma State Univ., Stillwater. Dept. of Agricultural Education.
Pub Date-Jul 77
Grant-G007604398
Note-78p.; Tables may be marginally legible due to small type
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-Evaluation Methods, Exceptional Child Research, Speech Evaluation, Speech Handicapped, Speech Pathology, *Voice Disorders
Identifiers-*Vocal Frequency

The report examines vocal frequency differences between normal speaking children and 65 children (mean age 9-years) with vocal nodules and accompanying vocal quality disturbances. In part I of the study children were screened by a physician and their voices were recorded and analyzed by a digitizer-computer system for mean vocal frequency, frequency variability, basal frequency, frequency range, and amount of frequency skewness for sustained vowel phonations. Among findings was that of the vocal frequency measures studied, only basal frequency differentiated the two groups. The second part of the experiment related 15 perceptual factors and one physical variable to the ratings of overall vocal efficiency. The results suggest that listeners can accurately scale voices along a severity continuum and relate this to judged voice characteristics. (Author/PHR)

ED 162 445 EC 111 482

*Brineger, Leslie*
**The Principle of the Least Restrictive Environment and the Schools.**
Pub Date-Mar 78
Note-13p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Elementary Secondary Education, *Handicapped Children, *Mainstreaming, Private Schools, Special Classes, State Standards, *Student Placement
Identifiers-California

Issues concerning the interpretation and application of the ``least restrictive environment'' (LRE) principle for handicapped children are examined. Overly optimistic predictions about the use of regular class placements for all exceptional children are cautioned against, and issues regarding LRE in private schools and separate segregated public schools are examined. California policy and regulations are cited. (CL)

ED 162 446 EC 112 037

*Federico, Ron, Ed. And Others*

**Appalachian Citizens for Children's Rights: A Rural Community Self-Help Approach to the Prevention of Child Abuse and Neglect.**

Family Service Association, Morgantown, W. Va.

Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Pub Date-Mar 77

Grant-90-C-699

Note-156p.; Document may not reproduce well due to colored paper of the original

**EDRS Price MF-$0.83 HC-$8.69 Plus Postage.**

Descriptors-*Child Abuse, Community Programs, *Community Resources, *Human Services, *Neglected Children, *Program Development, *Rural Areas, Self Directed Groups

The report describes the design of a community development model for child abuse and neglect which used resources already existing in a rural area. The first section presents basic generalizations about rural areas, services, and rural human services professionals. Section II presents working papers, definitions, and concepts used in the project. Contents include papers on community responsibility in child abuse, societal and institutional abuse and neglect, operationalized definitions, self help groups oriented toward social change and children's rights. The development of ACCR (Appalachian Citizens for Children's Rights) is detailed in Section III. Section IV examines human service systems which exist in most rural communities. Covered are social services, health services, law enforcement, education, recreation, child care, and self help services. A final section discusses organization of self help programs in rural communities. (CL)

ED 162 447 EC 112 240

*Mosby, Robert J. Tharpe, Ken*

**Understanding Secondary Learning Disabled Students: A Developmental By-Pass Approach.**

Franklin County Special Education Cooperative, Union, Mo.
Pub Date-77
Note-18p.; Charts may not reproduce well due to small print
Available from-Robert J. Mosby, Director, Franklin County Special Education Cooperative, P.O. Box 440, Union, Missouri 63084
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Developmental Programs, Educational Diagnosis, *Identification, *Intervention, Junior High Schools, *Learning Disabilities, Program Descriptions, Remedial Programs, Resource Room Programs, Teacher Role, *Teaching Techniques, Theories

The booklet describes a rationale for teaching junior high school level learning disabled (LD) students. The author discusses how to recognize an LD profile, how to screen for learning disabilities, and how to diagnose using the discrepancy model (chart illustrating the difference between I.Q. expectancy and actual performance). A description of the developmental by-pass technique, in which the student is allowed to learn context material via audio-visuals thus by-passing areas of developmental delay, is given along with suggestions for its implementation in a regular classroom. The teacher's role is also outlined. (PHR)

*Davis, W. J.*
**Academic Instruction with the Visible V-8 Engine. The Coordinated Correlated Instructional Program.**
Tri-County Education Co-Op, Stamford, Tex.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-78
Note-660p.
**EDRS Price MF-$1.16 HC-$35.40 Plus Postage.**
Descriptors-Auto Mechanics, *Basic Skills, *Engines, English, *Handicapped Children, Language Arts, Learning Motivation, *Lesson Plans, Mathematics, Reading, Secondary Education, Vocational Education

The book presents three 93-day lesson plans to motivate and teach handicapped secondary students basic academic skills in reading and language arts, English, and mathematics in conjunction with learning about automobile engines from Revell's Visible V8 Engine Kit. Each lesson plan is correlated with the Visible V8 Engine Kit and includes daily objectives and task analyses. The reading and language arts section includes selected vocabulary words grouped under common phonic rules. The English and mathematics sections each include student exercises, with answers for the teacher. Materials provided for teacher duplication include instructions for Visible V8 Engine Kit assembly, a vocational vocabulary pretest, a sample dealer billing sheet, and a time/dollar conversion sheet to figure out labor charges. (DLS)

*Rice, Eric Etheridge, Rose*

**Program Model in New Careers for Handicapped Children and Youth (Communication and Media Cluster).**

System Sciences, Inc., Chapel Hill, N.C.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date-77
Contract-300-76-0006
Note-962p.; Contains occasional broken type
**EDRS Price MF-$1.83 HC-$51.57 Plus Postage.**
Descriptors-*Career Education, *Communications, Conceptual Schemes, *Demonstration Projects, Elementary Secondary Education, *Handicapped Children, *Models, *Program Descriptions

The book describes a project designed to develop, pilot, and assess a prototypic career education model to prepare handicapped children and youth for new careers in communication and media-related occupations. Some methodological issues are described, along with the construction and evaluation of the program model and the development, implementation, and evaluation of the model program. Model components found to be effective are reviewed and include the coupling of a skill training aide procedure with the curriculum to double class enrollment. Among the overall findings reported are that the model can be merged with ongoing public school programs at all levels; can be implemented in a cost-effective fashion; and can have a positive impact on student, teacher, employer, and program development. Most of the document consists of appendixes, which include the program model itself, along with a needs assessment package, teacher in-service materials, parent and community materials, curricular materials for grades 1-12, a synthesis of information and translation of findings into suggested activity, and an external review package. (DLS)

ED 162 450 EC 112 417

*Berjohn, Harold Boker-Pfeiffer, Dea*
**Final Technical Report of the Illinois Regional Resource Center. June 1, 1974 Through November 30, 1977.**
Regional Resource Center 7, Peoria, Ill.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-31 Jan 78
Contract-OEG-0-74-7901
Note-25p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Educational Diagnosis, *Handicapped Children, Program Descriptions, *Program Development, Referral, Resource Centers, State Programs, *Student Evaluation, Technical Assistance
Identifiers-Final Reports, *Illinois Regional Resource Center

The final technical report on the Illinois Regional Resource Center (RRC) details project activities (1974 to 1977) concerning the programing and assessment of unexplained or undiagnosed handicaps. Summaries and evaluation information are presented on the following RRC efforts: state program development (including technical assistance activities); educational appraisal (testing and referral); educational programing (parent and teacher consultation and program review); sharing resources; and project accountability and administration. (CL)

ED 162 451 EC 112 418

*Clark, Thomas C. Watkins, Susan*

**The SKI*HI Model: A Comprehensive Model for Identification, Language Facilitation, and Family Support for Hearing Handicapped Children Through Home Management, Ages** Birth to Six. Third Edition.

Utah State Univ., Logan. Coll. of Education.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jul 78
Note-386p.
**EDRS Price MF-$0.83 HC-$20.75 Plus Postage.**
Descriptors-Ancillary Services, Auditory Training, *Aurally Handicapped, Conceptual Schemes, Curriculum, Hearing Aids, *Home Programs, Home Visits, Identification, Infancy, Intervention, *Language Instruction, Models, Parent Role, Program Administration, *Program Descriptions, Total Communication
Identifiers-*SKI HI Program

The SKI HI program, a home intervention model for hearing impaired infants and their families, is described. An overview of the program is provided, followed by separate sections on administrative, direct service, and support service topics (sample subtopics in parentheses): child identification and processing (statewide hearing screening model, child assessment procedures); program management (personnel, program evaluation); home visit procedures; home intervention curriculum home hearing and program, auditory program, total communication, home language programs); and supportive services (audiological, hearing aid, psychological services and parent groups). (CL)

*Plummer, Bonnie Ann*

**A Methodology for Assessing Handicapped Employment as a Function of Community Constraints.**

Solano County School System, Fairfield, Calif.

Spons Agency-California State Dept. of Education, Sacramento.

Pub Date-30 Jun 78

Note-124p.; Print is marginal and may not reproduce well in hard copy

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Community Role, *Employment, *Handicapped, Individual Characteristics, Research Projects, *Success Factors

A descriptive investigation was completed to determine the social and physical attributes leading to employment and social independence of 30 physically or mentally handicapped students. A two-stage inquiry was conducted: an interview of agency and school adults, and an interview of information sources associated with the 30 Ss. Results indicated that the following attributes contributed notably to success in employment: realistic involvement of family and/or someone within the school or agency on a personal level, degree of handicapping condition, and willingness to make personal adaptations. Further implications for special education programing included family counseling; independent living skills training emphasizing practical decisionmaking and problem solving, job seeking skills, functional academics, career exploration, and utilization of community, recreational and residential resources; and coordination of agency services. (More than half of the document is composed of 16 appendixes, including sample survey interviews and permission forms.) (CL)

ED 162 453 EC 112 422

*Carroll, Andrea Purdy, Joseph*

**Inservice Program Development to Assist Teachers to Effectively Service Students with Exceptional Needs in the Mainstream. Final Report.**

Santa Barbara County Schools, Goleta, Calif.
Spons Agency-California State Dept. of Education, Sacramento.
Pub Date-Aug 78
Note-107p.
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Elementary Education, Exceptional Child Research, *Handicapped Children, Inservice Teacher Education, *Mainstreaming, *Simulation, *Teacher Attitudes

The report describes the development and validation of simulation-based inservice materials designed to positively change the attitudes of regular elementary teachers toward mainstreamed handicapped children. Results of pre and post-test comparisons on attitudes toward mainstreaming are said to indicate that the teachers scored significantly higher than a control group on a measure of the effects of mainstreaming on the teacher. Evaluation of the materials is explained to have been favorable on all three dimensions (design, content, and transfer effect). A recommendation is made to continue development and research of simulation-based teacher inservice materials, within a framework of comprehensive staff development and with investigations of the longitudinal impact on classroom practice. (CL)

ED 162 454 EC 112 424

*Larson, Harry J. And Others*

**The Effects of Least Restrictive Alternatives on Relevant Education Role Groups.**

Contra Costa County Dept. of Education, Pleasant Hill, Calif.

Spons Agency-California State Dept. of Education, Sacramento.

Pub Date-31 Jul 78

Note-141p.; Some pages may not reproduce clearly

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Attitudes, Exceptional Child Research, *Handicapped Children, Intermediate Grades, *Mainstreaming, Parent Attitudes, Peer Acceptance, *Program Effectiveness, Student Attitudes, Teacher Attitudes

The study compared two groups of fourth grade special needs children differing in mainstreaming experience one group was currently receiving more segregated instruction than they had the prior year and the other group was receiving less. Variables investigated included measures of their attitude toward school, social acceptance by regular class children, attributes of their individual educational plans, opinions of their parents and teachers toward mainstreaming, and their regular teacher's perceptions of needs in the area of special education. Among findings were that changes in mainstreaming, type of instructional program, and student sex were, for the most part, unrelated to student perceptions of the quality of school life; that parents viewed segregated education more favorably as a way of educating children than did regular class teachers; and that the exceptional children in the sample, regardless of their change in mainstreaming, type of instructional program, or sex, were chosen less frequently by their regular class peers using a sociometric task than would be expected. (Appended materials include 1976-77 integration reports for communicatively and learning handicapped students, a copy of the Quality of School Life Questionnaire, and talley sheets for the Group Learning Survey.) (Author/SBH)

ED 162 455 EC 112 447

*Eyde, Donna R. Altman, Reuben*

**An Exploration of Metamemory Processes in Mildly and Moderately Retarded Children. Final Report.**

Missouri Univ., Columbia. Dept. of Social Education.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Innovation and Development.
Pub Date-Jan 78
Grant-G007604689
Note-149p.
**EDRS Price MF-$0.83 HC-$7.35 Plus Postage.**
Descriptors-Adolescents, Age, Childhood, *Cognitive Processes, *Educable Mentally Handicapped, Exceptional Child Research, *Learning Processes, *Memory, Mentally Handicapped, *Performance Factors, Recall (Psychological), *Trainable Mentally Handicapped
Identifiers-*Metamemory

The document provides the final report of a study on metamemory processes (involving the individual's knowledge of his own memory functions) in 120 mildly and moderately retarded children (5-16 years old). Covered in Chapter I is literature on research needs, project phases, general memory development, metamemory development, and strategic behaviors in memory. Chapter II reports on methods and procedures used in the project's four phases: verification phase (designed to examine developmental differences in the memory behaviors of retarded children under controlled conditions); measurement phase (focusing on exploratory quantification of metamemorial knowledge); comparison phase (involving comparative analysis of the metamemory phenomenon along both the chronological age and mental age continua); and correlation phase. Among results reported in Chapter III are that the type of direction given for a free recall memory task has no significant impact upon performance of the task; that color is apparently perceived by all children to facilitate the learning/memory process; that chronological age is a highly significant factor in determining response patterns; and that mental age is the most powerful and best predictor of memory ability as measured in the study. A summary and conclusions are presented in the final chapter. (SBH)

ED 162 456 EC 112 450

*Marx, Pat, Ed. Hall, Perry, Ed.*

**Proceedings of the Disabled Student on American Campuses: Services and the State of the Art. (A National Conference Held at Wright State University, August 21-25, 1977).**

Wright State Univ., Dayton, Ohio.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-78

Note-308p.

**EDRS Price MF-$0.83 HC-$16.73 Plus Postage.**

Descriptors-Architectural Barriers, Attitudes, *Conference Reports, Educational Research, Financial Support, Higher Education, Legislation, *Physically Handicapped, *Postsecondary Education, Program Evaluation, Program Planning, Services, *State of the Art Reviews

The document consists of proceedings from a national conference focusing on problems of the physically disabled student at the postsecondary level. Following a keynote address are papers and discussion summaries covering principles of program operation; accessibility; planning; services; attitudes; research, evaluation, and finance; and law. Among entries are the following authors and titles: Planning for Programmatic Access on the Residential Campus The MSU Experience'' (T. McCauley); Improving Access to Higher Education With Special Emphasis on the Needs of Nonresidential Students'' (G. Potter); Short- and Long-Range Planning for a Comprehensive Service System'' (K. Kloepping); Preadmission Counseling Planning Partnerships for Individual Circumstances'' (J. Bryan); Transportation and Related Services on Campuses Some Ideas on Why and How to Furnish Them'' (S. Bonney); The Institution as a Change Agent Relative to Attitudes Towards People with Disabilities'' (R. Mehan, Jr.); Evaluation Model for a Compensatory Program Service Delivery System'' (G. McCombs); and The Law, the Legal System, and the Consumer'' (T. O'Donnell). Also provided are lists of participants, a copy of the conference schedule, and pre- and post-conference survey forms. (SBH)

ED 162 457 EC 112 496

*Fink, Albert H. Brownsmith, Keith*

**Intensive Inservice Training Program for Teachers of the Seriously Behaviorally Disordered (Project INSTEP). Final Report 52.1.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Aug 77
Contract-300-76-0032
Note-209p.; Appendix contains occasional light type
Available from-Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401 ($3.00)
**EDRS Price MF-$0.83 HC-$11.37 Plus Postage.**
Descriptors-Computers, Conceptual Schemes, *Demonstration Projects, Educational Technology, Elementary Secondary Education, *Emotionally Disturbed, *Inservice Teacher Education, *Models, *Program Development, Teacher Workshops

The document provides the final report of Project INSTEP (Inservice Training Programs), a pilot project to develop, implement, and evaluate an innovative inservice training program for public school teachers of the behaviorally disordered. An introductory chapter reviews program objectives and rationale. A second chapter outlines components of effective inservice training, including cooperative planning with teachers, accessibility of multiple resources, and reinforcement for professional development, Chapter III discusses the development of performance-based programs, application of computer technology to special education personnel development, and application of instructional development technology as they relate to development of the model. Reported in Chapter IV is data on a planning workshop conducted with 12 teachers to determine what behaviors were typical problem behaviors of emotionally disturbed children, what priorities teachers placed on the modification of specific behaviors, and what skills the teachers deemed as most critical for effective interaction with emotionally disturbed students. Among conclusions outlined in a final chapter is that field-based training is enhanced through processes which allow teacher definition of skill needs. Among appendixes are a master list of problem behaviors and sociobehavioral skills, a chart of goals and objectives for emotionally disturbed students, and the Socio-Behavioral Interaction System Observer's reference manual. (SBH)

ED 162 458 EC 112 497

*Semmel, Melvyn I. And Others*
**Competency-Based Teacher Education in Special Education: A Review of Research and Training Programs.**
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jul 76
Contract-300-76-0032; OEC-0-74-9058
Note-329p.
Available from-Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401 ($5.00)
**EDRS Price MF-$0.83 HC-$18.07 Plus Postage.**
Descriptors-*Handicapped Children, Higher Education, *Literature Reviews, *Performance Based Teacher Education, Program Descriptions, *Program Effectiveness, *Research Reviews (Publications), *Special Education Teachers

The review focuses on the issues surrounding the use of competency based teacher education (CBTE) by special education teachers. An introductory chapter covers a definition of CBTE, historical background of CBTE, competency based teacher certification, and research in teacher education. A second chapter provides a review of teacher behavior research with sections on position and review papers, empirical studies, methodological considerations, and tabular summaries of research. Given in Chapter III are tabular and narrative summaries of 18 selected CBTE programs in special education. Among conclusions based on the program review is that the programs reflected variety and commonality in structure, substance, and emphasis. The final two chapters offer guidelines and suggestions for CBTE program development and revision, and improved research in teaching. (SBH)

ED 162 459 EC 112 498

*Greenough, Karen N.*

**The Effects of Anticipating or Coding Videotape and Written Materials on Developing the Questioning Skills of Special Education Teacher Trainees. Final Report 35.3.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Jan 76

Grant-OEG-9-242178-4149-032

Note-299p.

Available from-Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401 ($4.50)

**EDRS Price MF-$0.83 HC-$15.39 Plus Postage.**

Descriptors-Exceptional Child Research, *Handicapped Children, Higher Education, *Questioning Techniques, *Special Education Teachers, *Teacher Education, Teaching Techniques, Video Tape Recordings

The study was designed to increase 88 teacher trainees' generation of inferring and problem solving questions and elicitation of appropriate responses from educationally handicapped students. Teacher trainees participated in one of five groups: (1) anticipating videotapes, (2) coding videotapes, (3) anticipating written version, (4) coding written version, and (5) the control group. The four experimental groups received a training manual designed to teach discrimination of questions and responses. Results indicated the training manual's discrimination training was effective in modifying trainee's generation of questions. It was hypothesized that written materials would be superior to videotape and that anticipation would be superior to coding. Neither hypothesis was supported. Contrary to the latter hypothesis, the results suggested that in some cases coding may be more effective than anticipation. Implications for further research included the need to validate training materials at more than one location and the importance of attending to the quality of students' responses. (Appendixes, which make up half the document, include an evaluation of modules designed to modify teachers' questioning of special education students, illustrations of the four training modules, and a copy of the training manual.) (Author/SBH)

ED 162 460 EC 112 499

*Parer, Michael S.*

**Application of the 4-D Instructional Developmental Model: Development and Evaluation of an Instructional Television Program for Special Education Personnel Choose a Curriculum Package. Final Report 51.4.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Aug 76

Grant-OEG-9-242178-4149-032

Note-86p.

Available from-Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401 (2.00)

**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**

Descriptors-Curriculum Planning, *Educational Television, *Handicapped Children, *Inservice Teacher Education, Postsecondary Education, *Program Effectiveness, Research Projects, *Special Education Teachers

An instructional television program was designed to instruct 80 special education teachers in how to select curriculum packages. The program was tested to see whether 90% of the learners attained 90% of the highest possible score on questions based upon program objectives. Further, the effectiveness of the program was compared with that of a printed article that contained comparable information. Results indicated that: (1) 90% of the participants who viewed the television program learned 72% of the content and 60% learned 90% of the content which is to say that the 90/90'' goal was not attained; (2) participants who viewed the television program learned significantly more than those who did not; and (3) participants who not only viewed the television program but also read the printed article did not learn significantly more than the participants who only viewed the television program. (Author/SBH)

ED 162 461 EC 112 500

*Thiagarajan, Sivasailam Stolovitch, Harold D.*

**Evaluation of a Mediated Program for Training Teachers of Exceptional Children in Instructional Development. Final Report 51.2.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Aug 77

Grant-OEG-9-242178-4149-032

Note-187p.

Available from-Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401 ($3.00)

**EDRS Price MF-$0.83 HC-$10.03 Plus Postage.**

Descriptors-*Audiovisual Aids, Conceptual Schemes, *Demonstration Projects, *Handicapped Children, Higher Education, *Material Development, Models, Special Education Teachers, Task Analysis, *Teacher Developed Materials, *Teacher Education

The document describes a project to design, develop, and evaluate a set of audiovisual training modules to augment a sourcebook for special education teacher trainees and to assist trainers and curriculum developers in the design of teacher training materials. It is explained in Chapter I that the project involved the 4-D Model Define, Design, Develop, and Diffuse. Chapter II provides a rationale for the project in terms of how the content of the proposed instructional system fulfills legitimate needs for training teachers of the handicapped. Reviewed in a third chapter are the task analysis procedures for the seven project modules: teacher-training materials development, trainee analysis, teacher-training tasks analysis, teacher-training concepts analysis, structured role play materias development, teacher-training games development, and audiovisual training modules development. Chapter IV discusses the process and results of predevelopment validation in the project. In a fifth chapter, brief summaries of trainee and context analysis and media and format selection are provided, and highlights in the design of different modules are recounted. Some major features of evaluation and revision of the seven modules are reported in a final chapter. Among appended materials are reports on materials developed by field-test workshop participants. (SBH)

ED 162 462 EC 112 501

*Stolovitch, Harold D. Thiagarajan, Sivasailam*

**Evaluation of the Tips for Teachers Series: Eleven Modules for Training Teachers of the Handicapped in Preinstructional Competencies. Final Report 51.3.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Aug 77

Contract-300-76-0032

Note-179p.

Available from-Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401 ($3.00)

**EDRS Price MF-$0.83 HC-$10.03 Plus Postage.**

Descriptors-*Autoinstructional Aids, *Handicapped Children, Higher Education, *Learning Modules, *Material Development, Special Education Teachers, *Teacher Education, *Teaching Skills

The report deals with the design, development, and evaluation of a set of self-instructional modules concerning preinstructional competencies for teachers of the handicapped. An introductory chapter covers background information, general objectives of the program, components of the modules, and stages in the development of the modules (analysis, design, and evaluation). Summarized in Chapter II are the salient points of each of the 11 modules which involve competencies in the following areas: specifying behavioral objectives, task analysis, lesson planning through task analysis, concept analysis, planning a concept lesson, instructional games for handicapped children, choosing a curriculum package, teacher-made reading materials, classroom charts for handicapped children, classroom graphics for handicapped children, and preparing tutorial materials. Chapter III describes the activities carried out in the design and production of the actual audio-visual modules. A fourth chapter outlines the rationale and procedures involved in the evaluation of the set of preinstructional competencies modules as a total package. A final chapter discusses field-test results in three areas: trainees' attainment of preinstructional competencies as measured by applied performance tests based on the objectives for each module; changes in trainees' attitudes toward the content of the individual modules, and changes in trainees' attitudes toward the self-instructional format of the modules. (SBH)

*Brownsmith, Keith And Others*

**Description and Evaluation of the Mainstreaming Modules. Final Report 48.3.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Feb 76

Grant-OEG-9-242178-4149-032

Note-42p.

Available from-Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401 ($1.50)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Exceptional Child Research, *Handicapped Children, *Inservice Teacher Education, *Mainstreaming, Material Development, Postsecondary Education, *Program Effectiveness, *Teacher Workshops

A training package on mainstreaming was field tested with 263 regular and special class teachers and paraprofessionals. The package included a set of structured roleplays and discussion sessions designed for use by untrained workshop managers in a 2- to 3-hour workshop. It was concluded that the training materials are capable of being utilized without special assistance in the field, that the experience of participating in the training sessions is interesting and informative, and that most of the workshops seem to stimulate interest in followup activities on mainstreaming. (Among appended materials are sample questionnaires and a summary of written comments.) (SBH)

ED 162 464 EC 112 507

*Cohen, Eli Mosley, William J.*

**An Empirical Method for Validating Teacher Competencies for Competency Based Teacher Education Programs.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date- 77

Note-10p.

Available from-Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401 ($1.00)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Cluster Grouping, *Handicapped Children, *Performance Based Teacher Education, *Performance Criteria, Questionnaires, *Skill Analysis, Teacher Attitudes, Teacher Education, *Teaching Skills

Described is an approach (developed by the Center for Innovation in Teaching the Handicapped) to resolving the following three performance based teacher education development issues: how to identify competencies; how to validate competencies; and how to assign competencies to modules. It is explained that competency lists must be acquired and compiled to form a competency statement; competencies must be rated in importance (via questionnaire) by experienced teachers; and competencies must be clustered (using empirical methods) according to data collected from teachers. (BD)

ED 162 465 EC 112 508

*Semmel, Melvyn I. Olson, Jerry*
**System Documentation Manual.**
Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Jun 77
Grant-OEG-9-242178-4149-032
Note-173p.; A part of the Computer-Assisted Teacher Training System (CATTS) Development and Applications series; For related information, see EC 112 509-510 ; Photographs may be marginally legible due to poor print quality
Available from-Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401 ($3.00)
**EDRS Price MF-$0.83 HC-$8.69 Plus Postage.**
Descriptors-Behavior Change, Classroom Observation Techniques, *Computer Assisted Instruction, Computer Oriented Programs, *Educational Technology, *Feedback, *Handicapped Children, Information Processing, Inservice Programs, Inservice Teacher Education, Instructional Systems, Program Design, *Program Development, Student Behavior, Student Teacher Relationship, Teacher Behavior, *Teacher Education
Identifiers-*Computer Assisted Teacher Training System

The document is a system documentation manual of the Computer-Assisted Teacher Training System (CATTS) developed by the Center for Innovation in Teaching the Handicapped (Indiana University). CATTS is characterized as a system capable of providing continuous, instantaneous, and/or delayed feedback of relevant teacher-student interaction data to a trainee in the classroom in order to modify behavior through regulatory teaching moves. Chapter 1 discusses rationale, the importance of immediate feedback, observation systems in teacher training programs, computer technology in teacher education, preservice research and development activities with CATTS, and other training applications of CATTS. Described in chapter 2 are the component systems (CATTS stations, data flow, data collection, data analysis, feedback, storage and retrieval) and an observation system training subsystem. Chapter 3 provides a technical overview and detailed descriptions of CATTS constituent systems, including design configuration, and hardware and software systems. Chapter 4 deals with the hardware components of the system (central processing component, input hardware, output hardware, and support hardware components). The software operating system components are described in chapter 5, including data collection, data storage and transmission, device handlers, console command control, program development, and program loaders. The final chapter offers conclusions relating to technical experience with CATTS, reliability of CATTS functions, cost-effectiveness, and CATTS technical future. The appendix provides the command list and data file formats. (BD)

ED 162 466 EC 112 509

*Semmel, Melvyn I. And Others*

**The Effects of CATTS Feedback in a Preservice Special Education Teacher Training Program.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Aug 76
Grant-OEG-9-242178-4149-032
Note-131p.; Several tables in Appendix I may not reproduce well due to light print
Available from-Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401
**EDRS Price MF-$0.83 HC-$7.35 Plus Postage.**
Descriptors-Behavior Change, Classroom Observation Techniques, *Computer Assisted Instruction, *Educational Technology, *Feedback, *Handicapped Children, Information Processing, Instructional Systems, Program Descriptions, Program Design, *Program Effectiveness, Skill Development, Student Behavior, Student Teacher Relationship, Teacher Behavior, *Teacher Education, *Teaching Skills
Identifiers-*Computer Assisted Teacher Training System

The effects of Computer-Assisted Teacher Training System (CATTS) feedback in a preservice special education teacher training program are discussed. It is explained that a series of studies were conducted to test the efficacy of CATTS feedback in effecting teacher trainees' acquisition and performance of specific teaching skills. Chapter 1 presents the goals and objectives of the project, an overview of the project (pilot procedures, descrimination training, laboratory classroom design, trainee evaluation), and describes both the organization of the CATTS project and an overview of CATTS itself (teaching station, observation coding station, analysis-encoding station). Chapter 2 deals with the two observation systems used for feedback of teacher and student behaviors to trainees, COG-STRAT (focused on teacher and student cognitive styles of interaction) and MAN-STRAT (focused on student on- and off-task behavior and strategies of teacher management of student behavior), and discusses such areas as observer training and evaluation of observer competencies. Such aspects of project organization and implementation as teacher education laboratory classrooms, implementation procedures (teaching and coding), scheduling observation and teachers, and the effects of feedback on trainee behaviors are studied in chapter 3. Chapter 4 summarizes the results of the study which revealed that all trainees significantly increased their rate of criterion performance as a function of CATTS feedback. The summary and conclusions of the project are presented in the final chapter. (BD)

ED 162 467 EC 112 510

*Semmel, Melvyn I. And Others*

**The Effectiveness of a Computer-Assisted Teacher Training System (CATTS) in the Development of Reading and Listening Comprehension Instructional Strategies of Preservice Special Education Trainees in a Tutorial Classroom Setting.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Aug 76

Grant-OEG-9-242178-4149-032

Note-266p.; A part of the Computer-Assisted Teacher Training System (CATTS) Development and Applications series; For related information, see EC 112 508-509

Available from-Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401 ($4.00)

**EDRS Price MF-$0.83 HC-$14.05 Plus Postage.**

Descriptors-*Computer Assisted Instruction, Computer Oriented Programs, Educational Technology, *Handicapped Children, Language Instruction, *Listening Comprehension, Mentally Handicapped, Performance Based Teacher Education, Practicums, Program Descriptions, Program Effectiveness, *Reading Comprehension, *Skill Development, *Teacher Education, *Teaching Skills

Identifiers-*Computer Assisted Teacher Training System

Described is a project which relates psycholinguistic processes (reading and listening comprehension) of handicapped children to the training needs of special education teachers through the application of Computer-Assisted Teacher Training System technology in performance based teacher education. The first chapter discusses preservice special education and presents the nine objectives of the project. Chapter 2 reviews the literature and considers implications and conclusions relating to the following topics: interactive teaching behaviors and reading and listening comprehension, language strategies of retarded children, reading studies involving educable mentally handicapped children, reading comprehension and organization in the retarded. Chapter 3 describes the methods used in the project observation system, training materials, coder training, and coder competencies evaluation; tutor background, practicum objectives and tutoring procedures; and teaching phases and experimental design). The results of the project (including 11 tables) are discussed in chapter 4. Chapter 5 summarizes the project in terms of objectives, perspective, methods, data sources, and results, and draws conclusions about the effectiveness of the project. (BD)

ED 162 468 EC 112 511

*Semmel, Melvyn I. And Others*

**The Development of Oral Reading Prompting Skills in the CATTS-CBTE Program for Pre-Service Teachers of the Mildly Handicapped. Final Report 53.5.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Dec 76
Contract-300-76-0032
Note-420p.; A part of the Computer-Assisted Teacher Training System (CATTS) Development and Applications series; For related information, see EC 112 508 - 512 ; Parts marginally legible due to light and broken type
Available from-Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401 ($5.00)
**EDRS Price MF-$0.83 HC-$22.09 Plus Postage.**
Descriptors-Behavior Rating Scales, *Computer Assisted Instruction, Effective Teaching, *Handicapped Children, Higher Education, Oral Reading, *Performance Based Teacher Education, *Practicums, *Program Descriptions, *Program Effectiveness
Identifiers-*Computer Assisted Teacher Training System

The report describes the operation of a model preservice special education teacher preparation practicum designed from a competency based teacher education frame of reference and utilizing a computer assisted teacher training system (CATTS). Chapter I provides introductory information (including teacher training objectives) and an explanation of practicum organization (with sections on such program components as physical setting, criteria for trainee and pupil selection, and accountability and assessment techniques). Chapter II focuses on the Oral Reading Observation System (OROS), a research and evaluation tool that enables a trained observer to code teacher and child verbal behaviors during an oral reading activity. Chapter III, which makes up a major portion of the document, presents five related studies of teacher behavior conducted in conjunction with the CATTS-OROS teacher preparation practicum. Addressed in each study are the subjects, procedures, background of the study, and training interventions, along with the specific treatment or empirical questions. Among the 18 sections of the appendix are sample training manuals, summary of responses to tutor evaluation, lesson plan checklist and form, bibliography of child-use materials, and tabulation of pupil responses to interviews. (SBH)

ED 162 469 EC 112 512

*Semmel, Melvyn I. And Others*

**The Improvement of Social Status Among Rejected Pupils Through the Modification of Teacher Behavior Using the Computer-Assisted Teacher Training System (CATTS): An Inservice Training Application of CATTS. Final Report 53.6.**

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Aug 76

Grant-OEG-9-242178-4149-032

Note-147p.; A part of the Computer-Assisted Teacher Training System (CATTS) Development and Applications series; For related information, see EC 112 508 - 5[illegible]1

Available from-Indiana University, Center for Innovation in Teaching the Handicapped, School of Education, Bloomington, Indiana 47401 ($2.00)

**EDRS Price MF-$0.83 HC-$7.35 Plus Postage.**

Descriptors-*Computer Assisted Instruction, Elementary Education, Exceptional Child Research, Feedback, *Handicapped Children, *Inservice Teacher Education, Interaction Process Analysis, *Peer Acceptance, Positive Reinforcement, *Student Teacher Relationship

Identifiers-*Computer Assisted Teacher Training System

A study involving 16 elementary school teachers and 32 low social status children was conducted to improve the social status of target classrooms through the implementation of an in situ'' Computer Assisted Teacher Training System (CATTS) intervention. During the treatment phase, teachers in Group 1 (n 8) received 12 CATTS post-session feedback opportunities in the format of hardcopy computer printouts, which were profiles of the teacher interactions with low-status children. Teachers in Group 2 (n 8) received only seven sessions with CATTS post-session hardcopy computer printout feedback. At the end of the study, posttest sociometric measures were administered to all children. Data revealed that teachers in both groups increased their frequency of giving positive reinforcement and asking questions in the classroom as a result of the CATTS data phone intervention. Results also showed that the low-status pupils increased in their classroom interactions from baseline to treatment phases. (Appended materials include instructions for sociometric testing, information on reading the computer feedback printout, and the Indiana Interaction Index categories and definitions.) (Author/SBH)

ED 162 470 EC 112 513

*Koval, Sharon A., Comp.*

**Education of the Handicapped Litigation Brought Under P.L. 94-142 and Section 504.**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Sep 78

Note-21p.

Available from-National Association of State Directors of Special Education, 1201 16th Street, N.W., Suite 601 E, Washington, D.C. 20036 ($2.50, free to members); Education of the Handicapped Policy Project, Institute for Educational Leadership, Suite 310, 1001 Connecticut Avenue, N.W., Washington, D.C. 20036 (quantity price to cover cost of reproduction and mailing)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Civil Liberties, *Court Cases, Discipline, Due Process, Elementary Secondary Education, Equal Education, *Federal Legislation, *Handicapped Children, *Legal Problems, Mainstreaming, Student Placement

Identifiers-*Education for All Handicapped Children Act, *Rehabilitation Act 1973

The document identifies the legal issues arising from the Education for All Handicapped Children Act (P.L. 94-142) and Section 504 of the Rehabilitation Act of 1973, and indicates how the courts are handling these issues. Annotations on court cases are arranged in major categories: free appropriate public education, placement in the least restrictive environment, placement at no cost to the parent, due process procedures, discipline/expulsion, exhaustion of administrative remedies, miscellaneous cases decided under P.L. 94-142 or Section 504, cases that pose future P.L. 94-142 and Section 504 issues, and cases to note. Within each category the cases are listed chronologically with the most recent case first. (Author/SBH)

ED 162 471 EC 112 514

*Landis, Melodee*

**The Class Menagerie. A Compilation of Exciting Activities for Secondary School Students.**

Nebraska State Dept. of Education, Lincoln.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office for Gifted and Talented.

Pub Date-Jun 78

Grant-G007604827

Note-553p.

Available from-Nebraska Department of Education, 301 Centennial Mall South, Lincoln, Nebraska 68509 ($9.00 plus $0.36 tax, $10.00 out of state)

**EDRS Price MF-$1.00 HC-$30.13 Plus Postage.**

Descriptors-*Art Activities, Creative Development, *Gifted, *Language Arts, *Learning Activities, Lesson Plans, *Mathematics, *Science Activities, Secondary Education, *Social Studies, *Talented Students, Teaching Methods, Teaching Models

The document presents information on activities designed to foster growth in creativity and upper level thinking of secondary gifted students. An introductory section covers instructional models, including Guilford's Structure-of-Intellect Model and Krathwohl's Affective Taxonomical Model. Activities are described in terms of objectives, procedures, skills being developed, and contributor (name and address) for the following subject areas: language arts (creative writing), social studies, mathematics, science, and activities to integrate (art, personal/social growth activities, and problem solving tasks). (CL)

ED 162 472 EC 112 515

*Guralnick, Michael J.*

**Integrating Handicapped and Nonhandicapped Preschool Children. Final Report.**

Ohio State Univ., Columbus. Dept. of Communication.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-78

Grant-G007604055

Note-322p.; Print is poor on some pages and may not reporduce well in hard copy

**EDRS Price MF-$0.83 HC-$16.73 Plus Postage.**

Descriptors-Case Studies, Exceptional Child Research, *Handicapped Children, Interaction, *Mainstreaming, *Peer Relationship, Peer Teaching, Play, Preschool Education, *Program Effectiveness, *Social Relations, *Student Placement, Tutoring

Identifiers-Final Reports

The final report summarizes three studies on the efficacy of preschool programs in which handicapped and nonhandicapped children are integrated. In the first section, analyses of the social interaction of 37 4- to 6-year old children are presented. Among results cited are that nonhandicapped and mildly handicapped Ss interacted more frequently with each other than expected on the basis of availability and less frequently than expected with moderately and severely handicapped children. The second study describes a tutoring program in which eight nonhandicapped children served as change agents for 12 less advanced children. The final section describes a series of case studies involving 11 pairs of children. Among major conclusions cited is the feasibility of direct instructional interaction in free play settings between mildly handicapped and nonhandicapped children. (CL)

ED 162 473 EC 112 516

*Shoob, Deanna*

**A Community Respite Care Program for the Mentally Retarded and/or Physically Handicapped. A Handbook.**

Childcare Assistance Program for Special Children, Inc., Vienna, Va.
Pub Date-Nov 76
Note-40p.; Organization has relocated in Vienna, Va.
Available from-Childcare Assistance Program for Special Children, Inc., Box 1217, Springfield, Virginia 22151 ($3.50)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Mentally Handicapped, *Physically Handicapped, *Program Administration, *Program Development, Records (Forms), *Respite Care

The handbook provides an overview of developing and operating a respite care program for mentally and/or physically handicapped persons. The following procedures are addressed: staffing, setting fees, funding, recruiting service providers, training service providers, informing families, and referring requests for respite care. Sample forms, including registration cards, application forms for registry members, and medical release forms are appended. (CL)

ED 162 474 EC 112 517

*Willms, Jon Douglas*

**Retarded Adults in the Community. An Investigation of Neighborhood Attitudes and Concerns.**

Pub Date- 78

Note-161p.

**EDRS Price MF-$0.83 HC-$8.69 Plus Postage.**

Descriptors-Adults, *Community Attitudes, Community Programs, *Mentally Handicapped, Research Projects, Residential Programs

Identifiers-*Group Homes (Handicapped)

The study discusses the development of attitudinal measures regarding community based residential facilities for retarded adults and presents results from two tests administered to 75 adults living near a facility housing 36 retarded adults. It is explained that interviews were conducted with the adults to determine their previous contact with retarded people, the number of children in their home, their permanence of residence, socioeconomic status, age, first language, level of education, religion, and religiosity. Results are said to demonstrate that the main concern was not related to the effect of retarded people on their neighbors, but rather to issues pertaining to operation of the group home. Safety and economic concerns are reported to be of secondary importance, with nuisance concerns of least importance. Implications for group home planners are discussed. (CL)

*Rumble, Richard D.*

**Mainstreaming the Handicapped in Vocational Education. Literature Review. (A Research Project in Vocational Education in the Portland Public Schools).**

Portland Public Schools, Oreg.
Pub Date-Jan 78
Note-47p.; For related information, see EC 112 558 - 561
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Federal Legislation, *Handicapped Children, Literature Reviews, *Mainstreaming, Models, *Research Reviews (Publications), Secondary Education, Success Factors, *Vocational Education
Identifiers-*Education for All Handicapped Children Act

The first of five reports from a project on mainstreaming the handicapped in vocational education presents a literature review drawn from an ERIC (Educational Resources Information Center) search and responses by 16 secondary school curriculum leaders. The review touches upon the following topics: history, P.L. 94-142 (the Education for All Handicapped Children Act), mainstreaming, the population, specialization, current program models, cooperative work experience and placement, regional support, and aspects of successful programs (such as individualized instruction, flexible grading, and coordinated leadership). (CL)

ED 162 476 EC 112 558

*Rumble, Richard R.*

**A Synthesis of Information Obtained from a Literature Review and Field Research Activities Regarding the Mainstreaming of Handicapped Learners in Vocational Education.**

Portland Public Schools, Oreg.
Pub Date-78
Note-22p.; For related information, see EC 112 557 - 561
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Federal Legislation, *Handicapped Children, *Mainstreaming, *Organizational Effectiveness, Secondary Education, *Success Factors, Teacher Attitudes, *Vocational Education
Identifiers-*Education for All Handicapped Children, Oregon (Portland)

The report, second in a series of five on mainstreamed handicapped students in vocational education, synthesizes findings from a literature review and an organizational capacity study of the Portland, Oregon, school district. Considered are such topics as the status of the art, organizational issues (including inservice programs and planned work experience), issues related to teacher attitudes, instructional equipment, and structural barriers. The prognosis for implementing P.L. 94-142, the Education for All Handicapped Children Act, is considered in terms of facilitating factors (such as the existence of good support systems and agreement on the importance of preparation for work) and inhibiting factors (such as funding restrictions). (CL)

ED 162 477 EC 112 559

*Rumble, Richard R.*

**A Survey of the Attitudes of Secondary Teachers Toward the Mainstreaming of Handicapped Learners. (A Research Project in Vocational Education in the Portland Public Schools).**

Portland Public Schools, Oreg.

Pub Date-78

Note-42p.; For related information, see EC 112 557 - 561

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Administrator Attitudes, Exceptional Child Research, *Handicapped Children, Secondary Education, *Teacher Attitudes, *Vocational Education

As part of a project on mainstreamed handicapped students in vocational education, 402 secondary teachers and 19 administrators completed a questionnaire about their abilities to teach handicapped learners. Results were analyzed in terms of contact with the handicapped, willingness to work with the handicapped, accommodation of the handicapped, teacher attitudes regarding the handicapped, practicality of mainstreaming, and needed assistance. Among results were that teachers and administrators were sufficiently concerned about the topic; teacher contact with handicapped students was somewhat related to the size of the handicapped population; and increased paperwork, inability to individualize, too many students, and too many other responsibilities were among factors which teachers felt made mainstreaming impractical. (CL)

*Rumble, Richard R.*

**A Survey of the Attitudes of Secondary Vocational Cluster Teachers Toward the Mainstreaming of Handicapped Learners. (A Research Project in Vocational Education in the Portland Public Schools).**

Portland Public Schools, Oreg.
Pub Date-78
Note-17p.; For related information, see EC 112 557 - 561
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Exceptional Child Research, *Handicapped Children, *Mainstreaming, Secondary Education, *Teacher Attitudes, Vocational Education, *Vocational Education Teachers

One-hundred and twenty vocational cluster teachers completed a questionnaire on their attitudes toward the integration of handicapped students into vocational programs. Results were analyzed in terms of contact and willingness to work with the handicapped, teacher attitudes, accommodation of the handicapped, needed assistance, and practicality of mainstreaming. Among major findings were a clear relationship between contact with the handicapped and teacher confort; concern about personal liability in working with the handicapped; and indications of need for extra support personnel, training in instructional methods, and curriculum development. (CL)

ED 162 479 EC 112 561

*Stowell, Mary Anne*
**Handicapped Learner Participation in Vocational Education: A Report on Student, Parent and Teacher Interviews.**
Portland Public Schools, Oreg.
Pub Date-78
Note-16p.; For related information, see EC 112 557 - 560
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Employment, Exceptional Child Research, *Handicapped Children, *Mainstreaming, *Parent Attitudes, Secondary Education, *Student Attitudes, *Teacher Attitudes, *Vocational Education

The last in a series of reports from a project concerning mainstreaming handicapped students in vocational education programs presents results of interviews with orthopedically handicapped, hearing impaired, mildly retarded, emotionally handicapped, and visually impaired students; their parents; and special education teachers and counselors. Survey findings are discussed, and are said to indicate that a high percentage of the handicapped Ss were mainstreamed into the regular school curriculum, that all students expected to be employed at some point, and that both parents and students tended to be uninformed about vocational education offerings in the school district. (CL)

ED 162 480 EC 112 586

*Johnson, Donald H. Johnson, Leah J.*

**Learning Disabilities. What Research Says to the Teacher.**

National Education Association, Washington, D.C.
Pub Date-78
Note-36p.
Available from-National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036 ($0.75, Stock No. 1044-2-00)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Educational Methods, Elementary Secondary Education, Etiology, Incidence, *Learning Disabilities, *Medical Treatment, *Student Characteristics

The booklet discusses research on characteristics and remediation approaches for children with learning disabilities (LD). Initial sections consider definitions, prevalence and causes of LD, while a fourth chapter reviews such LD characteristics as attention disorders, visual-perceptual difficulties, and memory disorders. Also considered are academic skill deficits in reading, expressive language, and arithmetic. Medicine-related treatments (including sensory integrative therapy and diet) are described along with such education-related treatments as perceptual motor training, applied behavior analysis, and diagnostic-prescriptive teaching. (CL)

*Taubin, Sara Kane, Nancy*

**Sex Education of the Gifted and Talented Youth.**

Pub Date-Oct 78
Note-20p.; Paper presented at the Meeting of the AASECT (Washington, D.C., March 29 - April 2, 1978); Print is marginal and may not reproduce well in hard copy
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Adjustment Problems, *Gifted, Personal Adjustment, Psychological Needs, *Sex Education, Sexuality, *Student Characteristics, *Talented Students

Characteristics of young gifted children are set forth and discussed are implications for sex education. Indicators of extraordinary ability are listed for parents and professionals; and motivational, creativity, leadership, and psychosocial characteristics are described. Also reviewed are possible problems (such as gullibility, stubborness, and difficulty in accepting the illogical). Sex education considerations are seen to include incongruencies between early maturation, intellectual sophistication, and older friends, with whom age differences may preclude serious social-sexual relationships. Suggestions are made for differentiating sex education curriculum for the gifted and talented. (CL)

ED 162 482 EC 112 588

**Related Vocational Instruction for the Handicapped. Workshop Summary.**

Pub Date-78
Note-11p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Administrative Personnel, *Handicapped Children, *Mainstreaming, Secondary Education, *Teacher Workshops, *Vocational Education, Vocational Education Teachers

The paper describes a workshop for secondary special and vocational education teachers and supervisors designed to enhance mainstreaming of handicapped students in vocational education programs. Workshop activities are said to have included minicourses presented by construction trades teachers and group development of learning plans for a task analysis-type curriculum modification model. Workshop assessment procedures are also considered. (CL)

*Reid, D. Kim*

**The Effects of Cognitive Tempo and the Presence of a Memory Aid on Conjunctive Concept Attainment in Educable Mentally Retarded Boys.**

Pub Date- 75
Note-31p.; Print is marginal and may not reproduce well in hard copy
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Cognitive Processes, *Conceptual Tempo, *Educable Mentally Handicapped, Elementary Education, Exceptional Child Research, Memory, Mentally Handicapped, Problem Solving

Thirty impulsive and 30 reflective EMR (educable mentally retarded) Black students (9-12 years old) were administered conjunctive concept attainment tasks with or without a memory aid. Repeated measures analyses of variance were used to examine the effects of the independent variables (cognitive tempo, presence or absence of a memory aid, and concept attainment problems color dominant, number-dominant and size-dominant). Results supported the following hypotheses: that impulsive Ss would require more trials to solution in behavioral attainment of the concept problems than reflective Ss; and that the differences between the behavioral attainment of a concept and the ability to verbalize it would be greater for impulsive than reflective Ss. Among other results were that the presence of a memory aid differentially influenced performance of impulsive and reflective Ss only when overall scores for behavioral attainment were considered. Results suggested that cognitive tempo may be useful in determining school placement on the basis of potential learning performance rather than simply intellectual ability. (CL)

*Silverman, Morton*

**Beyond the Early Identification and Treatment of the Young Child: The Chronic Child Patient.**

Pub Date- 78
Note-14p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Behavior Problems, *Civil Liberties, *Emotionally Disturbed, Handicapped Children, *Mainstreaming, Student Placement
Identifiers-*Education for All Handicapped Children Act

Examples of three emotionally disturbed children whose behavior deteriorated in regular class placements are cited in support the author's contention that the least restrictive environment principle may err in the direction of underserving and underprotecting handicapped children. Also questioned is the violation of individual differences by legislation such as P.L. 94-142, the Education for All Handicapped Children, if normalcy is the espoused goal. (CL)

ED 162 485 EC 112 615

**A Handbook on Guardianship, Conservatorship, and Other Options.**
Massachusetts Association for Retarded Citizens, Newton.; Mental Health Legal Advisors Committee, Boston, Mass.
Pub Date-Feb 78
Note-40p.
Available from-Mental Health Legal Advisors Committee, 73 Tremont Street, Suite 901, Boston, Massachusetts 02108 ($1.00 donation)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Child Advocacy, *Civil Liberties, Financial Problems, Financial Services, Legal Problems, Legal Responsibility, *Mentally Handicapped, Standards, State Legislation, *Trusts (Financial)
Identifiers-*Conservatorship, *Guardianship, Massachusetts

The handbook details legal options in providing for decisionmaking regarding mentally retarded persons. Defined are trusts and representative payee situations. Considered in detail are aspects of guardianship and conservatorship, including legal standards, effects on daily living, financial issues, and liability. A final section provides technical information on guardianship, specifically as it relates to Massachusetts state law. (CL)

ED 162 486 EC 112 759

**Guidelines for Carrying Out the Responsibilities of the Committee on the Handicapped: Handbook for the Members of the Committee.**

New York State Education Dept., Albany. Office for the Education of Children with Handicapped Conditions.

Pub Date-Apr 78

Note-52p.

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-*Advisory Committees, *Agency Role, Due Process, Equal Education, *Handicapped Children, State Agencies, Student Evaluation

The handbook is designed to inform members of New York's Committee on the Handicapped regarding their responsibilities as advisors on the following issues: classification, evaluation, and educational programs for handicapped children; reevaluation of handicapped children; annual reports on the status of each handicapped child and of services; program and service evaluation; maintenance of a register; and due process procedures. In addition to a brief history of the state committee, suggestions are presented on committee organization and member roles. (CL)

ED 162 487 EC 112 760

*Cronk, George A., Jr.*

**Title VI-B Evaluation Report 1976-77. New York State Education for the Handicapped Act.**

New York State Education Dept., Albany. Office for the Education of Children with Handicapped Conditions.

Pub Date-Apr 78

Note-42p.

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Academic Achievement, *Behavior Change, Educable Mentally Handicapped, Emotionally Disturbed, *Handicapped Children, *Mathematics, Mentally Handicapped, Multiply Handicapped, Physically Handicapped, Program Effectiveness, *Reading Achievement, Speech Handicapped, State Programs, Student Evaluation, Trainable Mentally Handicapped

Identifiers-New York

The report summarizes pupil behavioral change data from 176 instructional projects involving handicapped children in New York state. Data are presented for reading achievement, mathematics achievement, and a broad category that encompassed language arts, corrective speech, psychomotor, auditory and visual perceptions, personal hygiene, societal and survival as well as occupational outcomes. Criterion referenced test data are provided in six appendixes for trainable mentally retarded, emotionally disturbed, educable mentally retarded, severely speech impaired, physically handicapped, and multiply handicapped. Five noninstructional projects are also reviewed. (CL)

ED 162 488 EC 112 761

*Cohn, Anne H.*

**Child Abuse and Neglect Treatment Programs: Final Report and Summary of Findings from the Evaluation of the Joint OCD/SRS National Demonstration Program in Child Abuse and Neglect. 1974-1977.**

Berkeley Planning Associates, Calif.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md.

Pub Date-Dec 77

Contract-230-75-0076; HRA-106-74-120

Note-175p.; Parts may be marginally legible due to small print and light type

**EDRS Price MF-$0.83 HC-$8.69 Plus Postage.**

Descriptors-*Child Abuse, Demonstration Programs, Intervention, Management Systems, *Neglected Children, Organization, *Program Evaluation, *Success Factors

The report summarizes evaluation findings from 11 3-year child abuse and neglect demonstration projects. The first section includes descriptions of the projects' goals, activities, organization and staffing patterns, resources, and community involvement. Findings from studies of organizational and management processes which contribute to a positive work environment and an analysis of case management procedures are presented in the second section. Treatment methods for abusive and neglectful parents are considered in terms of impact on clients, relative effectiveness, and cost effectiveness of alternative treatment strategies. A fourth section addresses the treatment of abused and neglected children. The final chapter lists recommendations for the following aspects of successful programs: program organization and management, parent and child treatment, case management, and the community relationship. (CL)

ED 162 489 EC 112 762

*Knight-Arest, Iris Reid, D. Kim*

**Peer Interaction as a Catalyst for Conservation Acquisition in Normal and Learning Disabled Children.**

Pub Date-77

Note-14p.; Print is faint and may not reproduce well in hard copy

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Cognitive Development, *Conservation (Concept), Elementary Education, Exceptional Child Research, *Interaction, *Learning Disabilities, *Peer Relationship, Social Behavior

Peer interaction was found to be an effective instructional strategy for the acquisition of conservation in 41 normal second and third grade students and 18 learning disabled students (9-14 years old). After a pretest on a conservation task, nonconserving Ss were paired with conserving Ss in a social interaction situation. Post test results indicated that the learning disabled Ss profited from the social situation as much as the normal Ss. (CL)

ED 162 490 EC 112 763

*Wynn, Margaret Wynn Arthur*

**The Prevention of Preterm Birth: An Introduction to Some European Developments Aimed at the Prevention of Handicap.**

Foundation for Education and Research in Child-Bearing, London (England).

Pub Date-77

Note-55p.

Available from-Foundation for Education and Research in Child-Bearing, 27 Walpole Street, London SW3 England (3 British pounds)

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-Death, *Foreign Countries, Handicapped Children, *Incidence, Infant Mortality, Infants, Medical Services, Medical Treatment, Pregnancy, *Premature Infants, *Prenatal Influences, *Prevention

The report presents information on the incidence and prevention of preterm births which are related to infant death and subsequent handicapping conditions. The first chapter analyzes statistics from Sweden, Britain, Scotland, Canada and the U.S. on optimum birthweight. European developments in the prevention of preterm birth are reviewed as well as limitations of the usefulness of preventing preterm birth. The importance of adequate antenatal care prevention services is stressed, and suggestions are made for improving care. Social, behavioral, and biological factors associated with preterm birth are described. (CL)

ED 162 491 EC 112 764

*Reisman, Karen Cortell Macy, Daniel J.*

**Context Evaluation of Individualized Educational Programs in an Urban School District.**

Pub Date-Nov 78

Note-17p.; Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association (9th, Albuquerque, New Mexico, November, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Handicapped Children, *Individualized Programs, Objectives, *Program Evaluation, Rating Scales, Speech Therapists, *Urban Schools

Individualized education programs (IEPs) for 54 urban special education students (5-18 years old) were rated according to required IEP components and student demographic data. Analysis indicated that IEPs developed by speech pathologists were superior to other IEPs in terms of accordance with federal guidelines. The major shortcoming in IEP documentation was a statement of annual goals and short term objectives. (CL)

ED 162 492 EC 112 765

*Rittenhouse, Robert K.*
**The Usability of Incidence Figures as Indices of Successful Identification of Handicapped Children.**
Pub Date-78
Note-11p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Exceptional Child Research, *Handicapped Children, *Identification, *Incidence, Surveys

A 15-county special education region was surveyed regarding the number of handicapped students (3-18 years old) who were receiving special education services. Census data were compared to the most current incidence figures by disability and across disabilities. Using this comparison as an index of successful identification of and service to handicapped children in the region, it was found that across disabilities the success rate was 100%. However, there was great variance among disabilities. The study suggested the possibility that within certain disability categories children with mild impairments are going undetected. (Author/CL)

ED 162 493 EC 112 766

**Title VI-B, Education of the Handicapped Act Annual Program Plan Fiscal Year 1979-Kansas State Department of Education.**

Kansas State Dept. of Education, Topeka.

Pub Date-Jul 78

Note-85p.; Parts may be marginally legible due to small type or broken print

**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**

Descriptors-*Annual Reports, Due Process, Elementary Secondary Education, Evaluation Methods, Federal Legislation, *Handicapped Children, Identification, Personnel Needs, Personnel Policy, Policy, Private Schools, *State Action, *State Programs, Student Placement

The Kansas state plan for FY 1979 includes information on the following topics: full educational opportunities goal, policy on priorities, child identification, personnel development, individualized education program, procedural safeguards, least restrictive environment, protection in evaluation procedures, participation of private school children, private school placement, recovery of funds for misclassified children, local education agency applications for funds under P.L. 94-142, the Education for All Handicapped Children Act, and evaluation. Five tables on such areas as projected personnel needs and service needs in priority areas are also included. (CL)

*Gadow, Kenneth D.*

**Psychotropic and Antiepileptic Drug Treatment in Early Childhood Special Education. Final Report.**

Illinois Univ., Urbana. Inst. for Child Behavior and Development.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Aug 77
Grant-00-75-00-381
Note-183p.; Parts may be marginally legible due to small type
**EDRS Price MF-$0.83 HC-$10.03 Plus Postage.**
Descriptors-*Drug Therapy, *Handicapped Children, Interviews, Medical Treatment, *Parent Reaction, *Teacher Attitudes

The effectiveness of psychotropic and antiepileptic drug treatment was investigated with approximately 2500 children receiving educational services in early childhood special education programs. The study consisted of three phases: phase 1 in which all teachers were surveyed to determine the prevalence of drug therapy and patterns of usage, phase 2 in which teachers completed medication questionnaires to determine teacher evaluation of drug effectiveness and problems perceived by teachers, and phase 3 in which parents of children receiving drug therapy were interviewed. Results are reported in terms of type and prevalence of drug treatment; parent reactions to drug treatment; teachers' experience, attitudes and training concerning drug therapy; and the role of the teacher in drug treatment. Questions, problems, and suggestions for teachers and parents are reviewed in the final section. Among 16 appendixes are sample parent questionnaires and a discussion guide for the development of a school policy on the use of drug therapy with school children. (CL)

ED 162 495 FL 009 619

*Jarvis, Gilbert A., Ed.*

**The Challenge of Communication. ACTFL Review of Foreign Language Education, Vol. 6.**

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date-74

Note-447p.

Available from-National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076 ($19.75 hardbound, $12.50 paperback)

**EDRS Price MF-$0.83 HC-$23.43 Plus Postage.**

Descriptors-Affective Behavior, Biculturalism, Bilingual Education, *Communication (Thought Transfer), Communication Skills, Communicative Competence (Languages), Curriculum Design, Elementary Secondary Education, Higher Education, *Language Attitudes, Language Enrollment, *Language Instruction, Language Teachers, Language Tests, Learning Theories, *Public Relations, School Community Relationship, *Second Language Learning, Student Needs, *Student Teacher Relationship, Study Abroad, Teacher Education

The relationship of communication to the foreign language profession is addressed in this volume. The following articles are presented: (1) Communication and the Foreign Language Teacher,'' by Charles T. Brown; (2) Rationale for Language Study,'' by Jane N. Lippman; (3) Public Awareness: How Can Associations and Institutions Use Public Relations Skills?'' by Anita Monsees; (4) Public Awareness: What Can the Individual Teacher Do?'' by Dona B. Reeves; (5) Learning Theory for the Classroom Teacher,'' by John B. Carroll; (6) Tailoring Language Instruction to Student Needs,'' by Elizabeth G. Joiner; (7) Affective Education and Foreign Languages,'' by Renee S. Disick and Laura Barbanel; (8) Testing as Communication,'' by Helen L. Jorstad; (9) Extending the Teacher: From Text to Context,'' by Harry Reinert; (10) The Changing Curriculum,'' by Anthony Papalia and Joseph Zampogna; (11) Study Abroad and Intercultural Communication,'' by Jane M. Bourque; (12) Developments in Preservice and Inservice Teacher Education,'' by L.O. Andrews; and (13) Bilingual/Bicultural Education: A Need for Understanding'' by Protase E. Woodford. (SW)

ED 162 496 FL 009 620

*Brown, Charles T.*
**Communication and the Foreign Language Teacher. The Challenge of Communication. ACTFL Review of Foreign Language Education, Vol. 6.**
American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-74
Note-31p.
Available from-Not Available Separately; See FL 009 619
**Document Not Available from EDRS.**
Descriptors-Affective Behavior, Classroom Communication, *Communication (Thought Transfer), *Communication Skills, Effective Teaching, Elementary Secondary Education, Higher Education, Humanization, *Interaction Process Analysis, *Interpersonal Relationship, *Language Instruction, Language Teachers, Learning Experience, Nonverbal Communication, Student Attitudes, *Student Teacher Relationship, Teacher Attitudes, Teacher Behavior, *Teaching Skills, Verbal Communication

This analysis considers the deep purposes of communication, communication and relationship, relationship and nonverbal communication, projective and introjective perception, emotions and learning, the theory of dramaturgy applied to teaching, and some implications for the foreign language teacher. Communication is a special combination of intrapersonal and interpersonal interaction. Communication is described in four ways: as an interaction; a commentary; a transaction called learning; and, at the meaning level, an arousal, not a sending. A managerial grid is presented that illustrates the significance and role of relationship in communication. Unspoken communication is expressed by the whole body and the information expressed concerns the feelings about the self, the task at hand, and the other persons involved. A well-structured course and reasonable goals are important, but the art of teaching involves sensing the way to capitalize upon the unpredictable behavior of both the class and the self as interaction takes place. Foreign language teaching is one of the great disciplines in the humanities and general education, if put in its communicative setting. Effective teaching communicates to the student the great value of a discipline. The communicative power of teachers depends largely upon the capacity to open up to students and show how their aspirations were, at least in part, attained in their teaching. Successful teaching is related to becoming a whole person to the student, knowing the behavior of the student, and his aspirations. (SW)

ED 162 497 FL 009 621

*Lippman, Jane N.*

**Rationale for Language Study. The Challenge of Communication. ACTFL Review of Foreign Language Education, Vol. 6.**

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-74
Note-33p.
Available from-Not Available Separately; See FL 009 619
**Document Not Available from EDRS.**
Descriptors-Career Opportunities, *College Language Programs, Communicative Competence (Languages), Cultural Education, *Educational Benefits, Educational Needs, Educational Trends, Enrollment Trends, Higher Education, Language Attitudes, *Language Enrollment, *Language Instruction, Language Role, Language Skills, *Second Language Learning, *Student Attitudes
Identifiers-*Value of Language Study

Enrollment trends and factors that influence foreign language study in colleges and universities are discussed. Most college foreign language programs have emphasized the study of literature and have not been committed to the training of teachers or the teaching of civilization or culture. It appears that students' concern about the job market and their future economic security affect their choice of courses. Foreign language teachers and their organizations need to reach out to the community in order to make the public aware of the values of studying languages. Traditional reasons for studying a foreign language are cited which are insufficient for choosing foreign language study instead of another subject. The ability to use a foreign language increases a person's capacity to communicate and should be justified on that basis. Language study helps the student appreciate culture, read literature without translation, and communicate with people in their language. Foreign language majors need to develop other skills in addition to linguistic talents for career purposes. Foreign languages in science, translating positions, and linguistic and conversational skills in business, diplomacy, and other occupations are discussed. (SW)

ED 162 498 FL 009 622

***Monsees, Anita***

**Public Awareness: How Can Associations and Institutions Use Public Relations Skills? The Challenge of Communication. ACTFL Review of Foreign Language Education, Vol. 6.**

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-74
Note-19p.
Available from-Not Available Separately; See FL 009 619
**Document Not Available from EDRS.**
Descriptors-*Changing Attitudes, Community Attitudes, Elementary Secondary Education, Higher Education, *Language Attitudes, *Language Instruction, Language Programs, Mass Media, News Media, Organizations (Groups), Publicize, *Public Relations, *School Community Relationship, Second Language Learning, Teacher Associations

The application of proven public relations techniques to the goal of attracting more students to foreign language study is advocated. One way of identifying target publics is with the computer. Valuable target groups are the business and industrial community, government officials, elected and appointed education officials, community leaders, and professional people. An effective technique is to ask for the participation of target groups. After gaining the support or understanding of the influential groups, the community at large should be addressed. A state or regional association can provide workshops, materials, and continuing resources for local groups. Major products, such as the production of television spot announcements, speeches, and audiovisual presentations should be promoted by the parent organization. The basics of news in the broadcast media and newspapers are discussed. Face-to-face communication through presentations to community groups is an effective technique. Some newsworthy promotions include language fairs and career clinics. The responses to surveys can be newsworthy and a good selling tool. Lists of media groups and community organizations are necessary for public relations efforts. The role of volunteers in the promotion of foreign languages is discussed. (SW)

ED 162 499 FL 009 623

*Reeves, Dona B.*

**Public Awareness: What Can the Individual Teacher Do? The Challenge of Communication. ACTFL Review of Foreign Language Education, Vol. 6.**

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-74
Note-22p.
Available from-Not Available Separately; See FL 009 619
**Document Not Available from EDRS.**
Descriptors-Elementary Secondary Education, Higher Education, Humanistic Education, Interpersonal Relationship, Language Attitudes, *Language Instruction, Language Role, Learning Activities, *Public Relations, *School Community Relationship, Second Language Learning, Student Attitudes, Student Motivation, *Student Needs, *Student Teacher Relationship, Teacher Behavior, Teaching Methods

The greatest single opportunity for influencing public opinion concerning foreign language study is through the teacher-student encounter. There is some indication that student motivation for foreign language study may be related to general cultural interests and travel facility rather than to research or career requirements. Flexibility in pace or content contributes to a positive image of foreign languages. There is a need for tailoring teacher behavior to students' declared desires. Adoption of a humanistic, cooperative approach between teacher and student may help improve the image of foreign language study. Activities are reviewed that stress a close personal relationship between student and teacher. The language teacher's relationship with the student's family can also influence foreign language enrollment. Professional associations can provide resources and support to the classroom teacher. The relationship between the foreign language teacher and counselors and administrators is important, and a closer cooperation between the school and community is needed. The language fair and the language camp are popular foreign language activities; language study can also be promoted by some modern advertising methods. The business community often supports and promotes foreign language activities. (SW)

ED 162 500 FL 009 624

*Carroll, John B.*

**Learning Theory for the Classroom Teacher. The Challenge of Communication. ACTFL Review of Foreign Language Education, Vol. 6.**

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date-74

Note-37p.

Available from-Not Available Separately; See FL 009 619

**Document Not Available from EDRS.**

Descriptors-Behavioral Objectives, Cognitive Processes, Elementary Secondary Education, Higher Education, Instructional Materials, Language Development, *Language Instruction, Language Patterns, *Language Processing, *Learning Processes, *Learning Theories, Linguistic Theory, Memory, *Psycholinguistics, *Second Language Learning, Student Motivation, Success Factors, Teaching Methods

Overall and specific tasks involved in learning a foreign language and the factors that promote or retard learning are considered. To apply theories of learning and teaching, behavioral objectives for the learner must be considered. A macro-level learning theory is useful in conceptualizing reasons for student success and failure and in establishing educational policies. Factors affecting learning include time, aptitude, age, learning opportunities, perseverance, and quality of instruction. Four studies illustrating the learning model are described. Views on current controversies concerning the theory of language acquisition are discussed. A micro-level learning theory breaks the task down into recognizing the sounds and sound sequences and the meanings to which the sounds correspond. Receptive and productive learning processes and the importance of meaning and situation are discussed. Language learning problems concerning instructional sequence and memory are considered, and suggestions are offered for classroom teachers, students, and preparers of instructional materials. (SW)

ED 162 501 FL 009 625

*Joiner, Elizabeth G.*

**Tailoring Language Instruction to Student Needs. The Challenge of Communication. ACTFL Review of Foreign Language Education, Vol. 6.**

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-74
Note-34p.
Available from-Not Available Separately; FL 009 619
**Document Not Available from EDRS.**
Descriptors-Communicative Competence (Languages), Curriculum Design, Diagnostic Teaching, Elementary Secondary Education, Higher Education, Individualized Instruction, Instructional Innovation, *Instructional Materials, *Language Instruction, *Learning Activities, Modern Language Curriculum, Pattern Drills (Language), *Second Language Learning, Student Centered Curriculum, Student Characteristics, *Student Needs, Student Teacher Relationship, *Teaching Methods

The interaction of teacher, students, and materials in foreign language study is considered. In the student-centered classroom, the teacher must adapt materials to a particular client or clientele. Student needs and characteristics need to be determined, using diagnostic tools such as aptitude, intelligence and creativity tests, and attitudinal scales. The determination of needs and interests should be an ongoing process rather than merely the first step; observation of the learner as he learns is important. The claims that individualized instruction and minicourse curricula meet the needs of students are examined. Many features typically associated with more innovative programs are being included as components of courses that remain mostly traditional. Many language teachers are using a more eclectic and experimental approach and are attempting to modify familiar techniques, such as drills and dialogues. Some use of the language for authentic communicative purposes even in beginning courses is frequently advocated. Teachers are adapting and supplementing standard teaching materials to meet the needs of students rather than following a single text or program. Personalized exercises, special group and individual projects, and communicative exercises help to meet the emotional, psychological, and social needs of students. (SW)

*Disick, Renee S. Barbanel, Laura*
**Affective Education and Foreign Language Learning. The Challenge of Communication. ACTFL Review of Foreign Language Education, Vol. 6.**
American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-74
Note-38p.
Available from-Not Available Separately; See FL 009 619
**Document Not Available from EDRS.**
Descriptors-*Affective Behavior, Behavior Development, Elementary Secondary Education, Emotional Development, Group Dynamics, Higher Education, *Humanistic Education, *Individual Development, Interpersonal Relationship, *Language Instruction, Second Language Learning, Self Actualization, Self Concept, Student Motivation, *Student Needs, Student Teacher Relationship, Values
Identifiers-Maslow (Abraham H)

The affective education movement and applications to foreign language learning are surveyed. Affective, or humanistic, education seeks to include self-knowledge, improved interpersonal communication, and clarification of one's values. Research studies show that thinking and feeling are intertwined. Emotion is present in the classroom and cannot be totally suppressed without negative consequences. A curriculum of affect is based on students' concerns. Both subject-matter content and skills are enlisted to aid students in overcoming their anxieties relating to self-image, their relationships to others, and control over their lives. The major psychological basis of affective education is Maslow's theory of basic human needs. Self-actualization refers to an innate drive to realize in actuality what a person may potentially be. Adolescent learners are involved in a search for self-identity, and teachers can be influential in their development. Successful teachers possess empathy, sensitivity to students, and the ability to accept them. Classroom characteristics that promote affective growth and group processes operating in the classroom are discussed. Foreign language programs that have incorporated affective education are described. Techniques have been adapted from the values clarification and human dynamics movements. Leading affective activities requires the teacher to be sensitive to students' reactions. Major criticisms of affective education are also discussed. (SW)

*Jorstad, Helen L.*

**Testing as Communication. The Challenge of Communication. ACTFL Review of Foreign Language Education, Vol. 6.**

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date-74

Note-51p.

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**Document Not Available from EDRS.**

Descriptors-Cloze Procedure, Communication Skills, Communicative Competence (Languages), Criterion Referenced Tests, Cultural Awareness, Educational Objectives, Elementary Secondary Education, Grading, Higher Education, *Language Instruction, Language Proficiency, Language Skills, Language Teachers, *Language Tests, Performance Contracts, Program Evaluation, Reading Tests, Receptive Language, Research Needs, *Second Language Learning, Speech Communication, Student Attitudes, *Student Evaluation, *Testing, Test Items

The principal aim of testing is to communicate to the student the extent to which he has progressed in attempting to fulfill his goals. Progress in the testing field is observed especially as a step in a feedback loop that includes goals, tasks, and evaluation procedures for providing feedback to the student. The teacher-as-learner also uses test feedback in program planning. The criterion-referenced test is essential if the mastery model'' is used. A need exists for computerized banks of foreign language test items that are easily used for individualized programs, and research and local study are needed to determine the minimum objectives for foreign language courses. When only criterion-referenced tests on discrete language are used, there is a danger that affective goals will be glossed over. If contracts are used, there should be some flexibility to allow for specialized student interests. Both discrete item tests and tests of global language proficiency are needed. There is also a need for tests of communicative competence to ensure goal-test congruence. Research is continuing on ways to test way-of-life'' culture; behavior can and must be tested as well as knowledge. New reporting systems to parents are needed for innovative programs. Constant evaluation of the attitudes of foreign language students and students who are not studying languages are needed so that the programs reflect the goals and needs of students. Continued research into ways of assessing student and community attitudes toward foreign language study and foreign people and cultures is essential. (SW)

ED 162 504 FL 009 628

*Reinert, Harry*

**Extending the Teacher: From Text to Context. The Challenge of Communication. ACTFL Review of Foreign Language Education, Vol. 6.**

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-74
Note-24p.
Available from-Not Available Separately; See FL 009 619
**Document Not Available from EDRS.**

Descriptors-Audiovisual Aids, Classroom Games, Computer Assisted Instruction, Creative Activities, Educational Radio, Educational Television, Elementary Secondary Education, Higher Education, Individualized Instruction, *Instructional Materials, *Language Instruction, Language Teachers, *Learning Activities, *Resource Materials, *Second Language Learning, *Teaching Methods, Team Teaching

Teachers frequently extend their activities beyond what is found in the text by expanding materials in the text or by creating a context for achieving their objectives for the course independent of the text. Teachers who extend beyond the text generally focus their attention on some important aspect of the total program: greater amounts of student drill in order to master basic pronunciation or patterns; more frequent, extensive, and creative use of the target language; and increased experience with various facets of the culture. Some of the techniques currently being used by teachers in the United States are examined with attention to the impact on the teacher. The following techniques/materials are covered: individualization; classroom games and inexpensive materials; commercially prepared games; radio broadcasts; film/tape presentations; programmed texts and computer-assisted instruction; and the team approach using student aides and paraprofessionals. The need to provide a context for creative student activity is pointed out. Ideas about providing conversational practice and integrating the cultural with the linguistic component are discussed, including the use of role playing and dramatic activities. Learning resources in the community, language festivals, and language camps are also covered. (SW)

ED 162 505 FL 009 629

*Papalia, Anthony Zampogna, Joseph*
**The Changing Curricula. The Challenge of Communication. ACTFL Review of Foreign Language Education, Vol. 6.**
American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-74
Note-30p.
Available from-Not Available Separately; See FL 009 619
**Document Not Available from EDRS.**
Descriptors-Autoinstructional Methods, Career Education, Classical Languages, College Language Programs, Community Colleges, Cultural Education, *Curriculum Design, Curriculum Development, Elementary Secondary Education, Fles, Greek, Higher Education, Instructional Innovation, Interdisciplinary Approach, *Language Instruction, Latin, *Modern Language Curriculum, Multimedia Instruction, *Second Language Learning, Short Courses, Student Centered Curriculum, *Student Needs

Curriculum is continually changing because it is based on needs of the student, needs of society, and subject-matter knowledge. In 1973, cultural, communication, and career goals assumed greater importance. Curriculum design involves consideration of interest and ability grouping, self pacing, mastery learning, multiple approaches to learning, learning of language skills with content of individual choice according to specific interests, confluence of content and process, content based on human concerns, communication games, and peer teaching. Curricular changes in foreign language programs at the elementary level include a return to classical Greek and Latin courses and the teaching of culture. At the secondary level, language programs are including student-centered curricula, minicourses, career and interdisciplinary courses, the use of radio and television in the classroom, autotutorial materials, and total immersion programs. At community colleges, terminal courses set goals related to the interests and needs of the students. The curricula of undergraduate courses are being personalized to maintain student motivation. Use of multimedia, multiple approach to learning, career preparation, interdisciplinary programs, and minicourses stress keeping the language alive and diversity in course offerings, content, and student-teacher relationships. Research suggests that no single curriculum provides optimal learning experiences for all students and it recognizes the fact that there is no ``average student.'' (SW)

ED 162 506 FL 009 630

*Bourque, Jane M.*
**Study Abroad and Intercultural Communication. The Challenge of Communication. ACTFL Review of Foreign Language Education, Vol. 6.**
American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-74
Note-23p.
Available from-Not Available Separately; See FL 009 619
**Document Not Available from EDRS.**
Descriptors-*Communicative Competence (Languages), Cross Cultural Training, Cultural Awareness, *Culture Contact, Foreign Countries, Higher Education, Intensive Language Courses, *Intercultural Programs, International Educational Exchange, *Language Instruction, *Language Skills, Secondary Education, Second Language Learning, Student Experience, *Study Abroad

Preparation for study abroad is a valid part of the foreign language program. One advantage of study abroad is the motivational focus it gives to home-based foreign languages programs. The possibility of participating in the foreign culture and actually using the language are incentives. Teaching intercultural communication and understanding is a valid way of teaching the language; it may require using materials collected and combined by teacher and students out of their own personal experience. Although official accreditation of foreign study programs appears to be an impossible task, individual teachers can speak out about the quality of international programs. Barriers to communication in a foreign culture and overcoming the obstacles are discussed. A good orientation program and, if possible, intensive language training should precede the study abroad experience. There is a need to free students from egocentric, ethnocentric, and stereotypic perceptions. (SW)

*Andrews, L. O.*

**Developments in Preservice and Inservice Teacher Education. The Challenge of Communication. ACTFL Review of Foreign Language Education, Vol. 6.**

American Council on the Teaching of Foreign Languages, New York, N.Y.
Pub Date-74
Note-44p.
Available from-Not Available Separately; See FL 009 619
**Document Not Available from EDRS.**
Descriptors-College Supervisors, Communication Problems, Cooperating Teachers, Effective Teaching, Field Experience Programs, Higher Education, *Inservice Teacher Education, Instructional Improvement, *Language Instruction, *Language Teachers, Microteaching, *Performance Based Teacher Education, Practicums, *Preservice Education, State of the Art Reviews, Student Teaching, Teacher Centers, *Teacher Education, Teaching Experience, Teaching Methods

This article examines communication problems in teacher education programs and cites programs or approaches and research efforts in teacher education. Needs of prospective teachers and the quality of student teaching are examined. Instructional procedures and components that may improve learning in teacher education programs include micro-teaching, interaction analysis, computer assisted instruction, individualization of instruction, and increased use of a wide range of media. Some evolving processes and movements are competency-based teacher education, simulation, protocol materials, minicourses, and self-renewal patterns. The systems approach has also been applied to language teaching. A variety of new and expanded laboratory and practicum experiences include early major experiences, continuous individually tailored experiences, teacher education centers, professional courses taught on location in school and community, internships, and residences. The interrelations among the triad of the student teacher, cooperating teacher, and college supervisor and their communications effectiveness as seen by each has been studied by researchers. Student teacher education centers have been operated to increase the effectiveness of the student teaching experience. Communication problems between schools and colleges are discussed. Inservice teacher education programs, evaluation and feedback about teacher education programs, and the dissemination and use of research findings in the field are discussed. (SW)

ED 162 508 FL 009 632

*Woodford, Protase E.*

**Bilingual/Bicultural Education: A Need for Understanding. The Challenge of Communication. ACTFL Review of Foreign Language Education, Vol. 6.**

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date-74

Note-37p.

Available from-Not Available Separately; See FL 009 619

**Document Not Available from EDRS.**

Descriptors-Biculturalism, *Bilingual Education, Bilingualism, *Cultural Background, Cultural Pluralism, Educational Objectives, Elementary Secondary Education, *English (Second Language), Evaluation Criteria, Higher Education, *Language Instruction, Language Maintenance, *Language of Instruction, *Language Skills, Multicultural Education, Program Development, Program Evaluation, School Community Relationship, Second Language Learning, Student Evaluation, Teacher Attitudes, Teacher Education

This article discusses the varieties of bilingualism, types of bilingual programs, goals and program implementation, measurement and evaluation of bilingual/bicultural programs, teacher preparation, the impact of the ESEA Title VII Bilingual Education Act, sample programs, the question of language standards,'' and studies about program outcomes. The term bilingual'' refers to persons who demonstrate abilities in two languages. Most bilinguals demonstrate mastery of one language and less than educated native speaker competence in the other language. Goals of bilingual/bicultural education vary from transition to English and rapid assimilation into the dominant culture to parallel programs in both English and the home language. A promising way to develop English literacy in children whose home language is other than English is to begin by teaching them to read and write in their home language, while acquiring skills in English. Bicultural programs stress understanding of and respect for the child's home culture and consideration of the home culture in teacher training and the program of studies. Understanding the attitudes of the non-English-speaking community and involving them in program planning are important. Reliable and valid measures of the language abilities of teachers and children in English and the home language in all skills are needed, and evidence of change in attitudes and self-concept of children should be gathered and evaluated. Progress of children in bilingual programs should be compared with children in traditional programs. (SW)

*Butzkamm, Wolfgang*
**Fremdsprachenunterricht als Kommunikationsprozess (Foreign Language Teaching as a Communicative Process). Language Centre News, No. 1. Focus on Spoken Language.**
Jyvaskyla Univ. (Finland). Language Center.
Pub Date-78
Note-19p.
Language-German
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Classroom Communication, *Communication Skills, *Communicative Competence (Languages), *Language Instruction, Pattern Drills (Language), Second Language Learning, *Speech Communication, Teaching Methods

Teaching, as a communicative process, ranges between purely message-oriented communication (the goal) and purely language-oriented communication (a means). Classroom discourse ( Close the window'', etc.) is useful as a drill but is also message-oriented. Skill in message-oriented communication is acquired only through practice in this kind of communication which must also be felt as if it were real-life conversation. Language-oriented communication is an indispensible preparation for message-oriented communication. Pattern drills, now in some disrepute, are useful as a bridge between the given text and free dialogue. (An example, from the cartoon series Peanuts,'' is given.) Giving natural feeling to the utterance with natural intonation, gesture, and facial expression, represents a real transition from given

text to free conversation. (Practical suggestions for teaching are given.) The quality of communicative ability that is achieved depends upon the content. This should deal with matters of concern to the students or their friends, such as school difficulties, and with problems faced by humanity in less-favored areas. (WGA)

ED 162 510 FL 009 826

*Branigan, George*

**Sequences of Single Words as Structured Units. Papers and Reports on Child Language Development, No. 12.**

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Dec 76
Note-13p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Child Language, Cognitive Development, Intonation, *Language Development, Language Patterns, Language Research, *Phonology, Preschool Children, Psycholinguistics, *Semantics, *Verbal Development, Vocabulary
Identifiers-*Fundamental Frequency (Phonology)

Data on the development of fundamental frequency patterns and the emergence of semantic relations during the one word period'' in child language development are reported in this study. The research focuses on the changes that occur as children progress from producing single words to sequences of single words and finally to producing two-word utterances. Four children were audio and video tape-recorded once every two weeks for 30 minutes until they began to produce primarily two-word utterances. All utterances were examined spectrographically to determine the characteristics of fundamental frequency and duration. The study presents data in tabular and graph form collected from one male subject, spanning the ages of 19 to 22 1/2 months, over seven sessions. Generally, the proportion of sequences and two-word utterances to single-word utterances increased over the observational sessions. The findings suggest that sequences of single words were planned as a linguistic unit, since they share fundamental frequency characteristics with unified two-word utterances, despite the fact that a pause had intervened between two words during execution. It is concluded that sequences of single words appear to be structured units that reflect the transition between single words and multiple-word utterances. (EJS)

ED 162 511 FL 009 827

*Clancy, Patricia And Others*

**The Acquisition of Conjunction: A Cross-Linguistic Study. Papers and Reports on Child Language Development, No. 12.**

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Dec 76
Note-11p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Adverbs, *Child Language, *Cognitive Development, English, Function Words, German, Italian, *Language Development, Language Research, *Language Universals, Linguistic Competence, Linguistic Performance, Linguistic Theory, Preschool Children, Psycholinguistics, *Semantics, Turkish
Identifiers-*Conjunction (Language)

Cross-sectional and longitudinal acquisition data for English, German, Italian, and Turkish children ranging in age from approximately 1 to 4 provide a preliminary answer to the question of whether there is a consistent interlanguage order of development of notions of conjunction. It was found that children first conjoin sentences by simple juxtaposition without a surface connective, and thus the basic assumption is that notions of conjunction are acquired prior to the surface particles that mark them. With juxtaposition as a starting point, a regular order of development appears in the acquisition of the different types of semantic relationships underlying conjunction which are symmetric coordination, antithesis, sequence, and causality. Soon after the early causal statements, the first conditional notions emerge, appended to simple directives. Conditional and temporal when'' statements next appear followed by simultaneity and finally the use of before'' and after'' in subordinate clauses. The consistency of these findings across four languages strongly suggests the existence of a universal cognitive order of emergence in the acquisition of the notions underlying conjoined statements. (EJS)

ED 162 512 FL 009 828

*Cook, Nancy*

**The Acquisition of Dimensional Adjectives as a Function of the Underlying Perceptual Event. Papers and Reports on Child Language Development, No. 12.**

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date-Dec 76

Note-9p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Adjectives, Age Differences, *Child Language, Cognitive Development, *Concept Formation, Elementary School Students, Individual Differences, *Language Development, Language Processing, Language Research, *Learning Theories, Linguistic Theory, Perception, Preschool Children, *Psycholinguistics, *Semantics

Focusing on the acquisition of semantic features and the relation between semantic and perceptual features, this study further tests the semantic feature hypothesis,'' where a child acquires full adult word meaning component by component, and its complementary correlation hypothesis,'' which claims that the source of these semantic features lies in underlying perceptual events. Dimensional adjectives were chosen because they can be defined in terms of perceptual features, such as height and length, which are amenable to experimental control. Forty children were administered four tasks at weekly intervals, and the results revealed a six-stage model of development in each child's pattern of response to big,'' little,'' and long.'' The semantic feature hypothesis'' is systematically evaluated against the data, and it is concluded that those aspects of the hypothesis pertaining to the acquisition of semantic features are supported, but that aspects pertaining to the organization of features within semantic space need expanding to account for what happens with semantic space once a new feature is acquired and that linguistic development appears to be more than just a reflection of corresponding cognitive development. (EJS)

ED 162 513 FL 009 830

*Farwell, Carol B.*

**Some Strategies in the Early Production of Fricatives. Papers and Reports on Child Language Development, No. 12.**

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Dec 76
Note-9p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Child Language, Cognitive Processes, *Language Development, Language Research, *Learning Processes, Longitudinal Studies, Phonemes, Phonetics, *Phonology, Preschool Children, *Psycholinguistics, Syllables, *Verbal Development, Vocabulary Development
Identifiers-*Learning Strategies

Production data from a longitudinal study of seven children in their first attempts to produce words containing fricatives are presented to illustrate how children use four distinct strategies to approach this relatively difficult class of sounds. The strategies are: (1) favorite sounds an approach used by a subject who seemed to enjoy playing with different ways to say words containing mid to back fricatives and affricates; (2) avoidance used by three subjects and characterized by the failure of a child to produce certain sounds and the child's refusal to learn adult words containing the problem sounds until a dramatic reversal of the avoidance strategy brings on an exponential growth in fricative production; (3) syllable fricative a strategy used by three subjects involving the vowelless production of words containing fricatives; and (4) word position an approach exemplified by three subjects where fricatives are produced in postvalic or final position. The four strategies provide ways for the child to concentrate on a certain class of sounds and to use them in situations where they might be easier to produce. The strategies are less than clearly related to further phonological development and even less related to resulting adult phonologies. Tabular data are included. (EJS)

ED 162 514 FL 009 831

*Gilbert, John H. V. Johnson, Carolyn E.*

**The Ambliance'' Phenomenon: Some Observations Concerning Temporal and Sequential Constraints on Six-Year-Olds' Phonological Production. Papers and Reports on Child Language Development, No. 12.**

Stanford Univ., Calif. Dept. of Linguistics.
Spons Agency-Medical Research Council of Canada, Ottawa (Ontario).
Pub Date-Dec 76
Note-12p.; May be marginally legible due to light type
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Articulation (Speech), *Child Language, Children, Cognitive Development, Error Analysis (Language), *Language Development, *Language Processing, Linguistic Performance, Neurolinguistics, Phonemes, Phonetics, Phonological Units, *Phonology, Psycholinguistics, Speech, *Verbal Development

This paper reports the results of a preliminary study dealing with the ways in which children between ages 6 and 7 organize spoken language. In particular, aspects of the temporal and segmental structure of polysyllabic English words containing the syllable C/jul/, as in the word pediculous,'' are dealt with. This study is based on the assumption that the production and perception of spoken language is motivated by phonological units of varying lengths. The importance of peripheral feedback monitoring for speech production in children is re-evaluated, even though there appears to be little supportive evidence for such feedback in existing adult data. To determine under what conditions segmental errors occur in production of words with this particular syllable, a pilot study was run with two six-year olds. From this a stimulus list of four-and five-syllable words containing C/jul/ was developed that was presented orally to seven children. The preliminary results suggest that in order to meet certain phonological conditions, it is the relation between syllable (and not segment) durations which the six-year-old must modify toward the adult duration values. This notion possibly receives some support from the children's use of stress and rhythm strategies. (Author/NCR)

ED 162 515 FL 009 834

*Maratsos, Michael P. Kuczaj, Stan A., II*

**Is Not N't''? A Study in Syntactic Generalization. Papers and Reports on Child Language Development, No. 12.**

Stanford Univ., Calif. Dept. of Linguistics.

Pub Date-Dec 76

Note-13p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Child Language, *Concept Formation, *Generalization, *Language Development, Language Research, Morphemes, *Negative Forms (Language), Preschool Children, Psycholinguistics, Semantics, Syntax, *Transformation Generative Grammar, Verbal Development, Verbs

From the standpoint of transformational grammar, this experimental work evaluates the extent to which children choose or fail to generalize their rules for the placement of the negative particles not'' and n't.'' The subjects were eight three- and four-year-olds of middle-class background who had been producing sentences with auxiliary verbs and negative particles at the time of the study and could easily imitate affirmative sentences with two auxiliary verbs. The children were instructed by their parents to imitate multiple auxiliary sentences with different placement of negative particles. The pattern of results showed that children consistently allowed auxiliary verb■n't'' only as the first auxiliary verb. While there was consistency within a given child as to placement of not'' as either first auxiliary or pre-predicate, there was no unanimity across the children. Significantly, it was found that three children failed in varying degrees to take advantage of the prospective generalization offered by negative sentences, and chose pre-predicate rather than first auxiliary placements of not,'' even as they consistently imitated auxiliary■n't'' forms as the initial negative forms of multiple auxiliary sentences. (EJS)

ED 162 516 FL 009 840

*Vihman, Marilyn May*

**From Pre-Speech to Speech: On Early Phonology. Papers and Reports on Child Language Development, No. 12.**

Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Dec 76
Note-15p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Case Studies, Child Development, *Child Language, *Cognitive Development, Cognitive Processes, *Cognitive Style, Estonian, *Language Development, Language Processing, Language Research, Parent Child Relationship, Phonological Units, *Phonology, Psycholinguistics, Verbal Development, Verbal Stimuli, *Vocabulary Development
Identifiers-*Piaget (Jean), Preverbal Development

A discussion of word acquisition rates and strategies is based upon a 6-month case study of an Estonian-speaking child who gradually and systematically relaxed phonotactic constraints to allow greater complexity in word production. In addition to the cognitive tools of assimilation and accomodation as described by Piaget, the child used a further filtering process or ``avoidance strategy'' in which she eliminated as noise those stimuli which would overtax her capacities for identifying, processing, storing, and producing new structures. An analysis of the adult models for the child's first 50 words revealed an avoidance strategy both in the restricted phonotactic sequences (vowel-vowel and consonant-consonant) in any single word and in the limited inventory of segments found in these words. The data suggest that by the time a child begins to spontaneously produce words with adult models, he has some rudimentary knowledge of the adult sound system beyond that which he can himself produce. The study includes tables depicting word acquisition rate by month, a ``boldness graph'' in terms of departures from adult models, and the percent of accomodation vs. assimilation in 10-word acquisition periods. An appendix lists the child's first 50 words. (EJS)

*Bloom, Lois*
**An Integrative Perspective on Language Development. Papers and Reports on Child Language Development, No. 12.**
Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Dec 76
Note-23p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Child Language, Cognitive Development, Cognitive Processes, Discourse Analysis, Grammar, *Language Development, Language Learning Levels, *Language Processing, Language Research, *Learning Theories, Linguistic Performance, Linguistic Theory, Models, Phonology, Pragmatics, Preschool Children, *Psycholinguistics, Semantics, Sentences, Speech, Syntax, *Verbal Development, Vocabulary Development

This paper proposes a broad outline of a variable model of language development and explores several particulars of such a model in the language behavior of four two-year-old children. The process by which information about language is progressively transformed and integrated rather than merely being added together can be seen in the shifting relations between form and function in the vertical levels of language development. At the same time, knowledge of language proceeds horizontally as the child takes in more than one aspect of the linguistic system being learned. Language development is not compartmentalized with respect to comprehension and production or to phonology, lexicon, pragmatics, semantics and syntax. A study of the co-occurring lexicon, discourse and grammatical complexity variables revealed that these factors influence what children are able to say with different effects: either to facilitate or to constrain sentences. More important, however, is the fact that the variables operate at the same time to influence the child's language behavior. These observations lead to the conclusion that varying lengths of a child's sentences appear to be due to the covariance in different aspects of the child's knowledge of language. (AMH)

ED 162 518 FL 009 843

*Holec, Henri*

**L'Apprentissage de la competence de communication au niveau debutant: les documents de travail. L'Enseignement de la competence de communication en langues secondes. (Learning Communicative Competence at the Elementary Level: Working Papers. The Teaching of Communicative Competence in Second Languages). Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin.**

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).

Pub Date-76

Note-8p.; Paper presented at the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics (Neuchatel, Switzerland, March 15-17, 1976)

Language-French

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Audiotape Recordings, *Communicative Competence (Languages), Conversational Language Courses, English (Second Language), *Instructional Materials, *Language Instruction, Learning Activities, Lesson Plans, Listening Comprehension, Listening Skills, Postsecondary Education, *Second Language Learning, Speech Communication, Student Developed Materials, Teacher Developed Materials, *Teaching Methods, Videotape Recordings

Materials for acquiring minimal communicative competence have to serve a double purpose: learning of comprehension on the one hand and of expression on the other. Because there is so little available data on the exact nature of the communicative function of language, it is difficult to construct authentic communications. CINAO (a beginning course in English for adults) uses brief excerpts from video and sound recordings that are motivating in content and that can serve the double purpose mentioned above. Practice with these texts'' leads to the acquisition of rules of language function in verbal communication and to the ability to use these rules in order to understand the communication. Because they lack necessary vocabulary, beginning students would have difficulty using these internalized rules to produce their own communications. Therefore, CINAO divides production and comprehension activities. In a first level, students use the recorded excerpts to learn and use rules for each activity separately. In a second level, they learn to use the rules internalized during the first stage, not from existing documents but by constructing their own situational dialogues under the guidance of a native speaker. Use of such materials would be facilitated by a network for the exchange of materials, availability of the proper equipment, and provision for usage by students outside of class. A two-part lesson outline completes the essay. (AMH)

ED 162 519 FL 009 847

*Fine, Marlene G. Anderson, Carolyn*

**Dialect Features in the Language of Black Characters on American Television Programming.**

Pub Date-Aug 78

Note-40p.; Paper presented at the World Congress of Sociology, (9th, Uppsala, Sweden, August 1978)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Black Culture, *Black Dialects, *Blacks, Commercial Television, Cultural Factors, Dialect Studies, Dialogue, Language Research, Language Styles, Language Usage, *Language Variation, Nonstandard Dialects, Phonology, *Programing (Broadcast), Scripts, Sex Differences, Social Class, Socioeconomic Influences, *Sociolinguistics, Sociology, Syntax, *Television, Television Research, Vocabulary

This study describes the syntactic features of Black English Vernacular (BEV) spoken by black characters in three black situation comedies on American television: The Jeffersons,'' Good Times,'' and What's Happening.'' Using scripts and audio tapes of three episodes from each series during the 1977-78 television season, transcripts were made of each show and each show was coded for the presence of ten common syntactic features of BEV in naturalistic settings as described by sociolinguists. The results indicate that television is homogenizing the dialect. BEV, as spoken on television, tends to cluster in only three of the ten syntactic categories auxiliary deletion, copula deletion, and negative concord providing a limited dialect that does not correspond to BEV in naturalistic settings, but gives the impression of difference. Within this limited dialect, the use of BEV features tends to follow predicted use patterns based on the sociolinguistic findings: (1) males use BEV more frequently than females; (2) while most teenagers use BEV infrequently (unlike the sociolinguistic findings), teenage gang members are high BEV users; (3) low socio-economic status (SES) characters use BEV more frequently than high SES characters. Five tables are appended showing frequency of variants across categories and use of BEV by sex and age. (Author/AMH)

ED 162 520 FL 009 849

*Alkhuli, Muhammad Ali*

**English as a Foreign Language: Linguistic Background and Teaching Methods.**

Riyaud Univ. (Saudia Arabia).

Pub Date-76

Note-150p.

**EDRS Price MF-$0.83 HC-$7.35 Plus Postage.**

Descriptors-Applied Linguistics, Bibliographies, *English (Second Language), Grammar, Higher Education, Instructional Aids, *Language Instruction, *Language Skills, Language Tests, Lesson Plans, Pronunciation Instruction, Reading Instruction, Second Language Learning, *Teacher Education, *Teaching Methods, *Teaching Skills, Vocabulary Development, Writing

This manual is intended primarily for university students who are preparing to teach English as a foreign language, although it is considered useful for inservice teachers also. Language, linguistics, approaches to foreign language instruction, program types and effective teaching methods are discussed in the introduction. Subsequent chapters deal with the teaching of pronunciation, grammar, vocabulary, reading and writing. The final two chapters deal with testing each language skill and the use of instructional aids. Each chapter presents in summary form some of the theory related to the topic, instructions on class presentation, exercises and assignments, and a discussion in the form of review questions on the chapter. Some chapters contain lesson plans. A bibliography completes the volume. (AMH)

ED 162 521 FL 009 850

*Urzua, Carole*

**Doing Things with Language: Informing.**

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Dec 77

Note-56p.

Available from-Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721 ($4.50)

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-Activity Units, *Bilingual Education, Communication Skills, Communicative Competence (Languages), Elementary Education, English (Second Language), *Experiential Learning, Instructional Materials, *Language Instruction, Language Skills, *Learning Activities, *Learning Modules, *Second Language Learning, Speech Communication, Speech Skills, Teaching Methods

Identifiers-*Language Functions

This is the first kit in an innovative series of activities intended primarily for use in a bilingual education setting. It is designed to encourage children to use oral language in natural, spontaneous ways. The kit includes an explanatory booklet describing the aims or functions of language, the modes through which the aims of discourse are achieved, some observations on a new perspective on language and an introduction to the informing'' activities. The 44 learning activities are printed on colored cards coded according to the mode of presentation, that is, informing by description, by narration, by classification and by evaluation. The activity cards describe the materials the children need to carry out the activity, special instructions and pointers for the teacher, and supplemental activities. All information is presented in English. It is noted that the activities could be conducted in any language since the goal is always the same: expanding spoken language through experience. (AMH)

ED 162 522 FL 009 856

*Brod, Richard I.*

**Survey of Foreign Language Course Registration in U.S. Colleges and Universities, Fall 1977. Final Report.**

Modern Language Association of America, New York, N.Y.

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date-Aug 78

Grant-G007700390

Note-65p.

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-Classical Languages, *College Language Programs, Colleges, *Declining Enrollment, Enrollment Rate, *Enrollment Trends, French, German, Higher Education, Italian, Junior Colleges, *Language Enrollment, *Language Instruction, Latin, Russian, Second Language Learning, Spanish, Statistical Surveys, *Surveys, Uncommonly Taught Languages, Universities

Identifiers-National Defense Education Act Title VI, NDEA Title VI

This report is based on a questionnaire survey sent to the registrars of all two-year and four-year colleges and universities in the United States. Replies were received from 2,637 institutions, of which 2,374 reported registrations in one or more foreign languages. The fall 1977 survey shows a decline of 1.4% in total foreign language registrations between 1974, the year of the last previous survey conducted by the Modern Language Association, and 1977. Registrations declined by more than ten percent in German and Russian, but by three percent or less in French, Latin, and the aggregate of the so-called ``other'' or less-commonly taught languages. Spanish continued to be the leading language in U.S. colleges and universities, accounting for 46% of the total. The report consists of an introduction, six summary tables, fourteen detailed tables, and the report form used in the survey. The detailed tables present data by state or by region for the seven most commonly taught languages and for the ``other'' languages as a block, as well as detailed comparative figures from surveys undertaken in 1968, 1970, 1972, 1974, and 1977. (Author/AMH)

ED 162 523 FL 009 864

*Newport, Elissa L. Ashbrook, Elizabeth F.*
**The Emergence of Semantic Relations in ASL. Papers and Reports on Child Language Development, No. 13.**
Stanford Univ., Calif. Dept. of Linguistics.
Pub Date-Aug 77
Note-8p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Child Language, Communication Skills, Comparative Analysis, Complexity Level, Concept Formation, Contrastive Linguistics, *Deaf Children, Deaf Research, English, *Language Development, Language Research, Language Usage, Longitudinal Studies, Manual Communication, Preschool Children, *Semantics, *Sign Language, Sociolinguistics, Speech Communication, *Syntax

This report is a cross-linguistic study that compares the sequence of emergence of semantic relations in English with the sequence of emergence of these relations in the acquisition of American Sign Language. American Sign Language (ASL) differs from English in modality (it is a visual-gesture language rather than an auditory-vocal one) and in the syntactic devices used for expressing many of the semantic relations examined in this study. While some semantic relations in adult ASL are produced very much as they are in English, others, most notably location, instrument, and dative, are signed by lexicalizing the verb and its arguments together. It is suggested that such syntactic differences between English and ASL could interact with semantic or conceptual complexity in determining the sequence in which relations are acquired by the child. The subjects are five deaf children of deaf parents who are learning ASL as their native language. It is found that the emergence of the semantic relations in a visual-gestural language is roughly the same as that in an auditory-vocal language, despite the striking differences of syntactic devices in the two model languages. (Author/NCR)

ED 162 524 FL 009 882

*Danoff, Malcolm N.*

**The Evaluation of the ESEA Title VII Spanish/English Bilingual Education Program: Overview of Findings.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Pub Date-Mar 78

Note-15p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Academic Achievement, *Bilingual Education, *Educational Assessment, Educational Policy, Elementary Secondary Education, *English (Second Language), *Federal Programs, Language Maintenance, Language Proficiency, Language Programs, Minority Groups, National Programs, Program Effectiveness, *Program Evaluation, Second Language Learning, Spanish, *Spanish Speaking, Student Attitudes

Identifiers-Elementary Secondary Education Act Title VII, ESEA Title VII

This paper presents an overview of the impact of the Elementary Secondary Education Act (ESEA) Title VII Spanish/English bilingual program. Student, teacher, and project data were collected in 38 projects in their fourth or fifth year of funding, along with data from non-Title VII comparison schools. The research design of this national study is discussed, as are major findings related to project and student characteristics. Less than a third of the Title VII students were classified as of limited English-speaking ability. Almost all of the projects were maintenance bilingual programs rather than transitional ones, as mandated by Title VII legislation. The evaluation is divided into six sections: (1) types of students served by Title VII projects in the study; (2) educational goals of Title VII projects in the study; (3) costs associated with the Title VII bilingual project schools and non-Title VII schools for 1975-76; (4) characteristics of teachers and teacher aides in Title VII projects; (5) impact of Title VII program on student achievement and attitudes; and (6) relationship between (a) gains in student achievement and attitudes and (b) classroom procedures, classroom environment, and teaching staff characteristics. (Author/NCR)

ED 162 525 FL 009 883

*Jacobson, Rodolfo*

**Beyond ESL: The Teaching of Content Other than Language Arts in Bilingual Education.**

Pub Date-Aug 78

Note-10p.; Paper presented at World Congress of Sociology (9th, Uppsala, Sweden, August 14-18, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Bilingual Education, *Bilingualism, *Code Switching (Language), Elementary Education, English (Second Language), *Language of Instruction, Language Proficiency, *Language Usage, Learning Motivation, Psycholinguistics, Second Language Learning, Sociolinguistics, Student Teacher Relationship, Teacher Workshops, *Teaching Methods, Teaching Skills

A method in bilingual education by which subjects can be taught in two languages, known as the Concurrent Approach,'' is the school curriculum defined and discussed here. After a brief overview of the professional literature, the rationale for the implementation of this approach is offered on the basis of four criteria: (1) mental processes, (2) community patterns, (3) adaptation to these patterns to satisfy pedagogical objectives and (4) sociolinguistic reinterpretation of the roles of teacher and class. The central argument focuses on the General Theme'' and the System of Cues.'' The theme emphasizes the equal prestige of both codes, and the cues stress the four fundamental notions of interpersonal relationships, language development, curriculum and classroom strategies. The implementation of the approach is then summarized and a bilingual workshop described where teachers have been trained in concurrent teaching techniques. It is concluded that, except for the teaching of language arts, bilingual children should be taught concurrently in their two languages; bilingual teachers should, therefore, acquire expertise in the set of strategies that incorporates sociolinguistic sensitivity, identification of socio-pedagogical cues, and conscious manipulation of switching practices. (Author/AMH)

*Heaton, James*

**Teaching Culture as a Second Language: Private Culture and Kinesics.**

Pub Date-Oct 78
Note-15p.; Pages 14 and 15 marginally legible due to broken and light type
Available from-English Department (ESL), University of California, Los Angeles, California 90024 ($2.50)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Body Language, Communication (Thought Transfer), *Cross Cultural Training, Cultural Awareness, Cultural Differences, *Cultural Education, *English (Second Language), Ethnography, Instructional Materials, Interaction Process Analysis, *Language Instruction, Material Development, *Nonverbal Communication, Paralinguistics, Proximity, Psycholinguistics, Social Relations, Sociolinguistics, Videotape Recordings
Identifiers-Proxemics

Culture-specific non-verbal communication is regarded here as an essential ``language'' that has been neglected in modern language teaching pedagogy, though the substance of culture is often referred to in the curriculum. A distinction is drawn between the public aspects of culture commonly experienced by the second language learner and the private aspects, which are largely unobservable for visiting foreign students. These private aspects, such as the kinesics (body motion) and proxemics (social and personal space) of family relationships, roles, and territoriality, are seen as a primary set of learning goals. Video documentary techniques are described for making illustrative material about private culture available in the classroom. (Author/NCR)

ED 162 527 FL 009 890

*Tabbert, Russell*

**Some Assumptions about Village English'' in Alaska.**

Pub Date-Aug 78

Note-8p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Alaska Natives, *American English, Cultural Background, *Dialects, English, *Interference (Language Learning), Language Attitudes, Language Role, Language Usage, *Language Variation, Nonstandard Dialects, Second Language Learning, Sociolinguistics

Identifiers-Alaska, *Village English

The term village English'' has been used by a number of people to label the English used by Alaskan natives. The term appears in discussions of educational problems and often the phenomenon is cited as a significant reason for the lower than expected achievement of Alaskan school children. It is suggested that statements about village English'' are based on the unproven claims that village English'' exists, that it hinders learning in the schools, and that it originates through native language interference during the process of acquiring English. It is hypothesized that many village Englishes'' exist because of the many village dialects. The need for studying the language interference on schoolroom learning is emphasized because, it is suggested, language differences often bear too much of the burden of educational failures. In discussing the third claim of native language interference during English acquisition, it is suggested that Alaskans learn a more or less independent system of English through normal processes of language acquisition. When patterns differ from those of standard English, it should not be assumed that they result only from linguistic interference in learning English. The patterns may well be part of that village's dialect of English, which differs systematically from other dialects. The following set of assumptions are offered as alternatives to the common ones: (1) village English'' is actually Englishes,'' (2) these varieties differ superficially, rather than significantly, from other dialects of English, and (3) the features of the English used by village children are acquired as a result of learning an established dialect rather than created as a result of native language interference. (Author/NCR)

ED 162 528 FL 009 894

**Teaching English as a Second Language: Perspectives and Practices. A Series of Six Texts. Testing: Fourth of a Series.**

New York State Education Dept., Albany.
Pub Date-78
Grant-G0077C0041
Note-89p.
Available from-The University of the State of New York, The State Education Department, Bureau of Bilingual Education, Albany, New York 12234
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-Achievement Tests, *Cloze Procedure, *Communicative Competence (Languages), Culture Free Tests, *English (Second Language), Intelligence Tests, Language Dominance, Language Instruction, *Language Proficiency, *Language Tests, Learning Processes, Minority Group Children, *Second Language Learning, Sociolinguistics, Teaching Methods, Test Construction, Testing, Test Interpretation, Test Reliability

This book is designed to assist those who work with non-English dominant students by providing resource information relevant to second language teaching and learning. The articles in the series encompass both theory and practical learning techniques in six general topics. Five articles concerning testing are presented in the fourth volume of this series. Testing,'' by Robert Cooper, is a brief introductory guide to the construction, selection, and use of second language tests, specifically tests of English as a second language. The second article, Writing Proficiency and Achievement Tests,'' by Sydney Sako, discusses test items designed to measure the four types of language skills: listening comprehension, reading comprehension, speaking production, writing production, and combinations of these skills. The third article, The Assessment of Language Dominance and Proficiency,'' by Marina Burt and Heidi Dulay, defines the dimension of bilingual measurement in order to assess oral language dominance and proficiency. The fourth article, Using Cloze Procedure as an Overall Language Proficiency Test,'' by Kenneth Aitken, discusses the construction, administration, scoring and interpretation of cloze tests of overall language proficiency. The last article, I.Q. Tests for Minority Children and a Piagetian-Based Computerized Information System as an Alternative,'' by Edward A. DeAvila, discusses the inadequacy of the response o' test publishers to public criticism of I.Q. tests. Appended are a list of abbreviations and definitions used in the book and a list of materia's and services available from the Bureau of Bilingual Education, New York State Education Department. (NCR)

ED 162 529 FL 009 895

**Teaching English as a Second Language: Perspectives and Practices. A Series of Six Texts. Reading and Writing: Third of a Series.**

New York State Education Dept., Albany.
Pub Date-78
Grant-G0077C0041
Note-87p.
Available from-The University of the State of New York, The State Education Department, Bureau of Bilingual Education, Albany, New York 12234
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-Bilingual Education, Communicative Competence (Languages), *Composition Skills (Literary), *English (Second Language), Expository Writing, *Language Instruction, Language Proficiency, Linguistic Performance, *Reading Instruction, Reading Programs, Reading Skills, *Second Language Learning, Sociolinguistics, *Teaching Methods, Verbal Communication, *Writing Skills

This book is designed to assist those who work with non-English dominant students by providing resource information relevant to second language teaching and learning. The articles in the series encompass both theory and practical learning techniques in six general topics. The third text of the series includes five articles on reading and writing. The first, Reading as Skill, Structure, and Communication,'' by Charles W. Kreidler, discusses the four major skills that reading requires: eye movement, visual discrimination, association, and interpretation. The second article, Reading in ESL,'' by Pat Rigg, suggests general guidelines for increasing reading proficiency of ESL students based on a research project that studied reading of ESL speakers. The third article, Communication Techniques and Teaching Reading,'' by Barbara Freed, relates oral communication to reading. The fourth article, Teaching Composition in the ESL Class: What We Can Learn from Research in the Teaching of English,'' by Vivian Zamel, explains the methodology for teaching composition in the second language classroom. The fifth article, Teaching Writing in the ESOL Classroom: Techniques of Controlled Composition,'' by Christina Bratt Paulston, examines some basic concepts in teaching composition and studies classroom procedures and techniques of controlling composition. Appended are a list of abbreviations and definitions used in the book and a list of materials and services available from the Bureau of Bilingual Education, New York State Education Department. (Author/NCR)

ED 162 530 FL 009 896

**Teaching English as a Second Language: Perspectives and Practices. A Series of Six Texts. Speaking and Understanding: Second of a Series.**

New York State Education Dept., Albany.
Pub Date-78
Grant-G0077C0041
Note-114p.
Available from-The University of the State of New York, The State Education Department, Bureau of Bilingual Education, Albany, New York 12234
**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**
Descriptors-Applied Music, Audiolingual Skills, Bilingual Education, Communicative Competence (Languages), *English (Second Language), *Language Instruction, Language Processing, Language Proficiency, Learning Processes, Linguistic Performance, Pronunciation, *Second Language Learning, Singing, Sociolinguistics, *Teaching Methods, *Visual Aids

This book is designed to assist those who work with non-English dominant students by providing resource information relevant to second language teaching and learning. The articles in the series encompass both theory and practical learning techniques in six general topics. The articles in the second text of the series, concerning speaking and understanding, are: Developing a Lesson Around a Dialog,'' by George McCready; Choosing and Using Dialogs,'' by Pat Rigg; The Use of Rapid Drills in TESOL,'' by Robert Allen; Simple Classroom Techniques for Teaching Pronunciation,'' by Betty Wallace Robinett; Effective Use of Visual Aids in the ESOL Classroom,'' by Carol J. Kriedler; Developing Sociolinguistic Competence in a Second Language,'' by Janet Holmes and Dorothy Borwn; and Hey, Teacher! How Come They're Singing in the Other Class?'' by Alice H. Osman and Laurie Wellman. Appended are a list of abbreviations and definitions used in the book and a list of materials and services available from the Bureau of Bilingual Education, New York State Education Department. (Author/NCR)

ED 162 531 FL 009 897

**Teaching English as a Second Language: Perspectives and Practices. A Series of Six Texts. Background and Approaches: First of a Series.**

New York State Education Dept., Albany.
Pub Date-78
Grant-G0077C004
Note-83p.
Available from-The University of the State of New York, The State Education Department, Bureau of Bilingual Education, Albany, New York 12234
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-*Bilingual Education, Communicative Competence (Languages), Educational Policy, *English (Second Language), Language Attitudes, *Language Instruction, Language Proficiency, Learning Processes, Linguistic Performance, Modern Language Curriculum, *Second Language Learning, Sociolinguistics, Teaching Methods

This book is designed to assist those who work with non-English dominant students by providing resource information relevant to second language teaching and learning. The articles in the series encompass both theory and practical learning techniques in six general topics. The articles in the first text of the series, concerning background and approaches, are: The Current Scene in Second Language Teaching: A Brief Background,'' by Richard L. Light; The Future of TESOL: Continuity or Generation Gap?'' by David P. Harris; The Compatability of TESOL and Bilingual Education,'' by James E. Alatis; and Linguistic and Communicative Competence,'' by Christina Bratt Paulston. Appended are a list of abbreviations and definitions used in the book and a list of materials and services available from the Bureau of Bilingual Education, New York State Education Department. (Author/NCR)

ED 162 532 FL 009 927

*Lawrence, Erma, Comp.*

**Haida Dictionary.**

Alaska Univ., Fairbanks. Alaska Native Language Center.; Society for the Preservation of Haida Language and Literature, Alaska.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-77
Grant-NEH-R01-20196-74-54
Note-463p.; Parts may not reproduce well due to light and broken type
Available from-SPHLL, c/o Mrs. Vesta Johnson, 3715 Baranof, Ketchikan, Alaska ($10.00)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Alaska Natives, American Indian Languages, Athapascan Languages, Consonants, *Dictionaries, *Grammar, *Instructional Materials, *Language Instruction, Lexicography, Phonological Units, *Phonology, Reference Books, Regional Dialects, Second Language Learning, Tone Languages, Uncommonly Taught Languages, Verbs, *Vocabulary, Vowels, Word Lists
Identifiers-*Alaska, *Haida

This Haida-English dictionary introduces the Alaskan Haida alphabet and gives Haida words with English translation and the English equivalent pronunciation. The first half of the dictionary is an introduction to the sound system and grammar of Haida. Short discussions of the following topics are included: vowels; consonants; semivowels; rounded consonants; syllable final aspirated/unaspirated stops; interchange of plain and aspirated stops; neutralization of short vowels; short vowels before semivowels; relationship of i'' and u'' to y'' and w''; contraction of yi'' and wu''; the weak glottal stop; word-initial glottal stop and h''; neutralization of ng'' and n''; neutralization of l'' and dl''; double consonants; vowel shortening; Tlingit borrowings in Alaskan Haida; tone; word boundaries based on tone; dialect differences; how to use the dictionary; word categories; nominals; verbs; numerals; enclitics; pronouns; and demonstratives. The second half of the book includes the Haida-English dictionary with example sentences, and an English-Haida index. The index contains the English words that translate the Haida words in the main part of the dictionary. (NCR)

ED 162 533 FL 009 934

*MacLean, Edna A.*

**Suva Una? (What Is It Doing?)**

Alaska Univ., Fairbanks. Alaska Native Language Center.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-77

Grant-NEH-RO-20196-74-54

Note-32p.

Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($1.75)

Language-Inupiaq

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, *Bilingual Education, Childrens Literature, *Instructional Materials, *Language Instruction, Primary Education, *Reading Instruction, *Reading Materials, Uncommonly Taught Languages

Identifiers-Alaska, *Inupiat

This primary level reader is part of a series of materials developed for beginning reading instruction in Barrow Inupiaq. Each page consists of a drawing and brief text. It is a revision of an earlier version of the same title. (AMH)

ED 162 534 FL 009 937

**Teaching Materials for German. G1: Course Materials.**
Centre for Information on Language Teaching, London (England).
Pub Date-Jun 77
Note-57p.; May not reproduce well due to colored pages
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-*Annotated Bibliographies, Audiovisual Aids, Booklists, Classroom Materials, Educational Resources, *German, Instructional Aids, *Instructional Materials, *Language Instruction, Language Programs, Multimedia Instruction, Second Language Learning, Supplementary Textbooks, Textbooks

This publication is part of a bibliography of language teaching materials for German, including printed and recorded materials. It contains a contents list, the annotated entries, an index of authors, editors, compilers and adapters, and a title index. For each entry are given basic bibliographical details, an annotation describing the course, a statement of components, and a guide to the linguistic and age-interest levels of the course. Only published material that is readily available in the United Kingdom is listed; courses published abroad for which there is a UK distributor are thus included. A price list is also included. (Author/NCR)

ED 162 535 FL 009 944

**K'ooltsaah Ts'in'.**
Alaska Univ., Fairbanks. Alaska Native Language Center.
Pub Date-Jul 76
Note-65p.
Available from-Alaska Native Language Center, University of Alaska, Fairbanks, Alaska 99701 ($2.50)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Alaska Natives, American Indian Languages, *Athapascan Languages, *Bilingual Education, *Childrens Literature, Cultural Background, Elementary Education, *Instructional Materials, *Language Instruction, *Reading Materials, Second Language Learning, Supplementary Reading Materials, Uncommonly Taught Languages
Identifiers-Alaska, *Koyukon

This book of poetic riddles written in Alaskan Athabaskan is intended as supplementary reading for use in a bilingual education setting. The riddles, told as a pastime and as an art about the native culture, were recorded by a 90-year-old Koyukon leader. An English translation is included. (NCR)

**Modern Languages for Everyone.**

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.
Pub Date-Aug 78
Note-57p.
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Audiolingual Skills, Communicative Competence (Languages), Course Content, Course Descriptions, Course Objectives, Credits, Cross Cultural Training, Cultural Education, *Curriculum Guides, Educational Objectives, Elementary Secondary Education, Instructional Materials, *Language Instruction, *Language Programs, Language Skills, *Modern Language Curriculum, *Program Descriptions, Program Guides, Reading Skills, Report Cards, Second Language Learning, *State Curriculum Guides, Student Evaluation, Student Interests, Student Needs, Writing Skills
Identifiers-*New York

This guide introduces a program of foreign language instruction intended for a wide variety of students with various interests and competencies. The program provides for a basic course, two strands (The State Diploma and the Local School Credit) and several options. During the basic course, a diagnosis is made of individual students' aptitudes and interests and recommendation is made regarding entry into the continuing strands and options. A program overview is given that includes a discussion of the benefits of language study, a description of goals, rationale for options, and implications for administrators, guidance and teaching staff. In the section on the courses themselves, the basic course and the State Diploma strand are described in detail. The overall objectives of the basic course are presented, as are observations on the content, instructional objectives and resources, evaluation of student progress in developing language skills, identification of personal factors that may affect potential success, reporting and recommendations for the awarding of credit. Four sequences are outlined in the State Diploma strand: the four-skill, listening-speaking, reading-writing and reading sequences. (AMH)

ED 162 537 FL 009 948

*Coste, Daniel*

**Decrire et enseigner une competence de communication: remarques sur quelques solutions de continuite. L'Enseignement de la competence de communication en langues secondes. (Describing and Teaching Communicative Competence: Some Remarks on Solutions of Continuity. The Teaching of Communicative Competence in Second Languages.) Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin.**

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).

Pub Date-76

Note-28p.; Paper presented at the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics (Neuchatel, Switzerland, March 15-17, 1976)

Language-French

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Affective Objectives, Cognitive Objectives, Communication Skills, *Communicative Competence (Languages), Course Objectives, Educational Objectives, Instructional Materials, *Language Instruction, Language Learning Levels, Language Skills, *Learning Modules, Postsecondary Education, Resource Materials, Secondary Education, *Second Language Learning, Speech Communication, Student Needs, *Teaching Guides, Teaching Methods, Writing Skills

Identifiers-Threshold Level

Two projects of the Ecole Normale Superieure de Saint-Cloud (CREDIF) are described and critically analyzed in this paper: the definition of a threshold level, Niveau-seuil,'' in French and a learning module. Looking for Work,'' intended to teach necessary written French to migrant workers. The threshold level section is a reference document for courses designed to develop limited communicative ability among five categories of learners in five areas of social activity. It includes discussion and examples of speech acts, notional categories and grammar appropriate for the situations envisioned. The advantages noted are the flexibility and opportunity for choice its framework provides. On the negative side, three criticisms are offered: (1) a more dynamic model would be preferable; (2) it takes little notice of sociolinguistic factors; and (3) it requires serious effort to use each section according to the intent of the authors. In the second part of the paper, advantages of the theme and the linguistic, practical, cognitive, informative, attitudinal and didactic objectives of the learning module are discussed. It is noted that the last four objectives mentioned consider sociocultural factors and individual learning styles, important elements in the threshold level document. The final remarks deal with three questions of theory and practice arising from the comparative analysis of the two projects. (AMH)

ED 162 538 FL 009 952

*Johns, T. F.*

**The Communicative Approach to Language Teaching in the Framework of a Programme of English for Academic Purposes. L'Enseignement de la competence de communication en langues secondes. (The Teaching of Communicative Competence in Second Languages). Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics. CILA Bulletin.**

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).

Pub Date-76

Note-20p.; Paper presented at the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics (Neuchatel, Switzerland, March 15-17, 1976)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Applied Linguistics, *Basic Skills, Communication Skills, *Communicative Competence (Languages), Course Content, Course Descriptions, Course Objectives, *English (Second Language), *English for Special Purposes, Higher Education, Instructional Materials, *Language Instruction, Language Skills, Listening Skills, Program Descriptions, Reading Skills, Second Language Learning, Socialization, Speech Communication, *Study Skills, Teacher Developed Materials, Teaching Methods, Writing Skills

The materials described here are used to teach English for special purposes at the University of Birmingham. Using the communicative or functional approach to language teaching, they deal with a common core'' of skills, leaving for later in the program special sub-units relating these skills to texts, tasks and problems peculiar to a particular discipline. Except for the pre-session two-week courses, they are designed to be taught on a one-hour per week basis through two or three terms, using a flexible, largely elective approach. Descriptions are provided of three pre-session courses Note-taking and Note Reconstitution, Socialization and Seminar Discussion Strategies and two full term courses, Academic Writing and Listening Comprehension: Discussion Texts. For each course, indications are given on objectives, instructional materials, scope and content, matching of learning experiences with a variety of student needs, and evaluation. Included in the description of the socialization course is a discussion of some of the problems and needs in communicational language teaching and of the ongoing revision and development of materials for the course. (AMH)

ED 162 539 FL 009 954

*Riley, Philip*

**An Experiment in Teaching Communicative Competence within a Restricted Discourse (The C.A.P.E.S. Presentation de la Nouvelle''). L'Enseignement de la competence de communication en langues secondes. (The Teaching of Communicative Competence in Second Languages. Acts of the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics.) CILA Bulletin.**

Commission Interuniversitaire Suisse de Linguistique Appliquee (Switzerland).

Pub Date-76

Note-35p.; Paper presented at the Colloquium of the Swiss Interuniversity Commission for Applied Linguistics (Neuchatel, Switzerland, March 15-17, 1976)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Communication Skills, *Communicative Competence (Languages), Connected Discourse, *Course Descriptions, *Discourse Analysis, Higher Education, Instructional Materials, *Language Instruction, Language Skills, *Language Tests, Literary Criticism, Remedial Courses, Second Language Learning, Skill Development, Speech Communication, Speeches, Teacher Certificates, Teacher Education, Videotape Recordings, Vocabulary

The examination for the C.A.P.E.S. (Certificat d'Aptitude Professionnelle a l'Enseignement Secondaire) includes a ten-minute precise and concise'' oral talk on a short story. The presentation is to be prepared in a short time and delivered in a polished manner. Because of the high failure rate, an experimental course is being designed at the University of Nancy II to enable candidates to meet the desired objectives. The work completed so far is discussed in this paper, namely: (1) the pedagogical approach based on recent work in discourse analysis and communicative competence; (2) the discourse model used, including the textual, communicative and discursive levels of linguistic organization; (3) the corpus of video recordings of simulated examination situations; and (4) the process for analysis of the simulations in three stages corresponding to the three levels in the theoretical model. One insight of general interest is that as one goes from discourse that contains a high degree of interaction to that which does not, the organizational effect of the propositional content is found to increase. Therefore, it is noted that, in this particular case, the most important single factor in the discourse analysis is the ordering of the propositional content. A plan of the course, according to weeks and topics, and five appendices that provide samples of the working documents complete the paper. (AMH)

ED 162 540 FL 009 956

*Schwartz, Joan Lorraine*

**Repair in Conversations between Adult Second Language Learners of English.**

Pub Date-77

Note-88p.; Master's Thesis, University of California, Los Angeles

**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**

Descriptors-Adults, Body Language, Communication (Thought Transfer), *Discourse Analysis, *English (Second Language), *Error Analysis (Language), Interaction Process Analysis, Language Instruction, Language Proficiency, Language Research, Language Skills, Language Usage, Masters Theses, Paralinguistics, Phonology, Pragmatics, *Second Language Learning, *Speech Communication, Syntax, Vocabulary

Identifiers-Conversation, *Error Correction (Language)

This study investigates the ways adult second language learners deal with errors and trouble sources in their conversations with one another. Specifically, it describes the repair work done by the second language learners, the extralinguistic features accompanying these repairs and the differences between repairs made by speakers at different proficiency levels. In addition, the repairs made by second language learners of English are compared with repairs made by native speakers. The data were collected from three videotaped conversations between pairs of friends with varying language backgrounds and proficiency levels. Analysis of these conversations showed that the repair work done by the adult second language learners was similar to repairs done by native speakers. However, corrections of beginning second language learners were the outcome of incompetence in phonology, syntax and lexicon. Extralinguistic features were significant in terms of facilitating the process of negotiation for understanding. The three conversations differed significantly according to the students' proficiency level, especially in the pace and length of the repair operations. In general, the data indicate that adult second language learners are able to deal with errors and trouble sources and to learn specifics, such as vocabulary, as well as conversational strategies from conversing with one another. (Author/AMH)

ED 162 541 HE 010 192

*Bowman, Mary Jean And Others*

**Learning and Earning. Three Essays in the Economics of Education. Information on Higher Education in Sweden.**

National Swedish Board of Universities and Colleges, Stockholm.

Pub Date-78

Note-271p.

Available from-National Board of Universities and Colleges, Box 45 501, S-104 30 Stockholm, Sweden (price not available)

**EDRS Price MF-$0.83 HC-$14.05 Plus Postage.**

Descriptors-Comparative Education, Economic Factors, Economic Research, *Educational Economics, Educational Planning, Employment, Essays, *Foreign Countries, Government Role, *Higher Education, Human Capital, Income, Labor Economics, *Labor Market, Manpower Needs, *Manpower Utilization, Models, Politics, Productivity

Identifiers-*Education and Work, *Sweden

Three essays are presented as part of a research project on education and the labor market. The aim of the project is to study long-term relations between education and productivity, with special attention to Swedish higher education. The first essay, by Mary Jean Bowman, deals with some broad issues in the philosophy and methodology of educational planning. The manpower approach to planning is evaluated critically. In the second essay, Asa Sohlman surveys developments in Swedish education during the present century and tries to relate them to contemporary changes in labor market allocations and income distribution. The results of educational efforts are compared with stated political aims. It is noted that any such evaluation depends on the explanatory models given for interpreting data. The explanatory models used by economists are discussed by Bengt-Christer Ysander in the third essay. Critical comments are focused on the assumption of homogeneity, and the interpretation of the term  human capital.'' (Author/MSE)

ED 162 542 HE 010 516

*Lee, Barbara A.*
Collective Bargaining in Four-Year Colleges: Impact on Institutional Practice. Research Report No. 5.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency-American Association for Higher Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-85p.
Available from-American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 ($4.00)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors-Administrative Policy, Arbitration, Bibliographies, *Collective Bargaining, *College Environment, *College Faculty, Conflict Resolution, *Decision Making, *Governance, Higher Education, Institutional Role, Interaction Process Analysis, Organizational Communication, Organizations (Groups), Research Reviews (Publications), Social Science Research, Teacher Administrator Relationship, *Unions
Identifiers-Information Analysis Products

The implications of faculty bargaining for decisionmaking in four-year colleges and universities are examined in this analysis of research and other literature. Institutional variables are described using research from political science and sociology to explain more fully the dynamics, apart from faculty bargaining, that characterize colleges and universities. After briefly examining the legal structure and development of faculty bargaining, the analysis turns to the impact of unionization on decisionmaking in several areas of institutional operation. From this synthesis of research findings, general implications for institutional practice are discussed. These implications suggest several strategies for administrative behavior that have been shown to contribute to positive union-administration relationships, more amicable joint decisionmaking, and increased satisfaction with the quality of decisionmaking. A bibliography is included. (SW)

ED 162 543 HE 010 521

**Proceedings of the Fourth Annual Colloquium. Crisis, Challenge, and Change: Perspectives in Education.**

Pittsburgh Univ., Pa. Council of Graduate Students in Education.

Pub Date-78

Note-390p.; Proceedings of the Annual Colloquium of the Council of Graduate Students in Education (4th, Pittsburgh, Pennsylvania, 1978); papers by Altenbaugh, Holland, and McDonough may not reproduce well due to marginal legibility of original document

Available from-Council of Graduate Students in Education, School of Education, University of Pittsburgh, 4F22 Forbes Quadrangle, Pittsburgh, PA 15260

**EDRS Price MF-$0.83 HC-$20.75 Plus Postage.**

Descriptors-Academic Freedom, Aesthetic Education, Basic Skills, College Faculty, *Conference Reports, Court Litigation, *Educational Change, Educational Finance, Educational History, Educational Legislation, *Educational Policy, Educational Research, Elementary Secondary Education, English Instruction, Finance Reform, Foreign Countries, Graduate Students, Handicapped, Handicapped Children, Higher Education, Labor Education, Legal Problems, Mainstreaming, Performance Based Education, *Policy Formation, *Political Influences, Psychological Patterns, Remedial Instruction, *Social Influences, State Legislation, United States History, Women Professors

Identifiers-Concept Structure Analysis Technique, Finland, McCarthyism, Pennsylvania

Graduate students and faculty from within and outside of the University of Pittsburgh community were among the presenters at this colloquium on educational change and challenge. The papers include: Academic Freedom, Anti-Communism, and the McCarthy Era (Steve Aby); The Finnish Contribution to the American Workers' Education Movement (Richard J. Altenbaugh); The Handicapped and Pennsylvania Educational Legislation (Richard J. Cooper); A Method for Teaching Meaning in the Arts: Giving Heart to the Amateur (John E. Freed); Back to Basics A National Strategy: An Exploration of Issues and Implications (Tricia Gennari); The Legal Ramifications of Competency Based Education Project 81 (Leonidas A. Gibbs); School Finance Reform Through the Judicial Process: An Analysis of the Courts' Policy-Making Role in Changing the System for Financing Public Schools (John J. Giusti); The Attitude of College English Faculty Toward Remedial English: A Pilot Study (Patricia E. Holland); The Politics of Education (John P. McDonough), Impact of Research on Educational Policy (Mahmud Ahmed Musa); Women Teachers in Teachers' Institutes, Pittsburgh, 1860-1880 (Marguerite Renner); The Concept-Structure Analysis Technique: The Concept, the Procedure, and Applications (David A. Squires and Alphonse T. DeSena); and The Psychological Benefits and Hardships Which Physically Disabled and Nondisabled Children Receive from Mainstreaming (Linda Anne Swazuk). (MSE)

ED 162 544 HE 010 522

**Biomedical Research and Research Training Amendments of 1978. Hearings before the Subcommittee on Health and the Environment of the Committee on Interstate and Foreign Commerce, House of Representatives, Ninety-Fifth Congress, Second Session, on H.R. 10908, H.R. 10062, and H.R. 10190. March 1,2, and 3, 1978.**

Congress of the U. S., Washington, D. C. House Committee on Interstate and Foreign Commerce.

Pub Date-Mar 78

Note-494p.; Not available in hard copy due to marginal legibility of original document

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

**EDRS Price MF-$1.00 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Environmental Research, Federal Aid, Federal Government, *Federal Legislation, Federal Programs, Financial Support, Hearings, Higher Education, Library Programs, Medical Libraries, *Medical Research, Occupational Diseases, *Professional Training, Research Opportunities, *Research Projects

Identifiers-Biomedical Research, *Biomedicine, *Cancer, National Cancer Institute, Public Health Service Act, Training Amendment 1978

Hearings before the House Subcommittee on Health and the Environment on biomedical research and research training authorities that expire on September 30, 1978 are presented. H.R. 10908 is a bill to amend the Public Health Service Act to revise and extend the programs of assistance for libraries of medicine and the programs of the National Heart, Lung, and Blood Institute and the National Cancer Institute, and to revise and extend the program for national research service awards, and for other purposes. H.R. 10062 is a bill to amend Title V of the Public Health Service Act to provide for cancer research awards. H.R. 10190 is a bill to amend Title IV of the Public Health Service Act to provide for an expanded research program for the prevention of environmental and occupational cancer, and for other purposes. The full texts of the bills and statements of numerous spokesmen are presented. (SW)

*Fendt, Paul Frederick*

**Alternative Futures for Adult and Continuing Education in North Carolina: A Delphi Futures Planning Study.**

Pub Date-22 Oct 78
Note-20p.; Paper presented at the First Meeting of the Education Section of the World Future Society (Houston, Texas, October 20-22, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Adult Education Programs, Adult Students, Educational Planning, Evaluation Methods, *Futures (of Society), Group Discussion, Higher Education, *Needs Assessment, Professional Continuing Education, *Program Planning, Questionnaires, *Research Methodology, Statewide Planning
Identifiers-*Delphi Technique, North Carolina, Planning Methods

A North Carolina study attempted to evolve and test a futures planning methodology and generate useful program planning data to help meet the needs of adult part-time students. Using a variation of the Focus Delphi process, the study focused on the following question: considering the existing resources of higher and adult education in North Carolina and the educational needs of the adult population, what kinds of education futures are desirable and also possible for 1975-2000? Four panels of respondents were selected for the study: adult education faculty members, members of the State legislature and upper echelon officials of state and private universities, adult education practitioners from university extension divisions and continuing education departments, and continuing education students. Three rounds of Delphi questionnaries yielded consensus on the primary areas of concern for adult and continuing education, and divergence of opinion was also represented in the study. The study provided a demonstration of a planning tool for higher and adult education interests in North Carolina and indicated that further research along these lines would be profitable. (SW)

ED 162 546 HE 010 542

**Project on Noncollegiate-Sponsored Instruction. Final Report, October 1, 1976.**

American Council on Education, Washington, D.C.; State Univ. of New York, Albany. Office of the Regents.
Spons Agency-Carnegie Corp. of New York, N.Y.; Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-1 Oct 76
Grant-OEG-0-74-7528
Note-54p.
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-*Adult Students, *Articulation (Program), *College Credits, *Continuing Education Units, Course Content, *Course Evaluation, Courses, Educational Certificates, *Evaluation Criteria, Evaluation Methods, Higher Education, Industrial Training, Information Dissemination, Military Schools, National Programs, Student Experience
Identifiers-*Prior Learning

A national system is described that was designed to facilitate a college's task of relating formal course work taken elsewhere to its own programs. The project builds on the system established by the American Council on Education (ACE) in 1945 to provide credit recommendations for formal military courses, and uses experience gained in a New York pilot study in early 1974. It focuses on the adult learner who studies in programs sponsored by government agencies, business and industry, unions, and professional and voluntary associations. The process involves the application of policies and criteria, jointly established by the Council's Commission on Educational Credit and the New York Board of Regents, by teams of subject specialists who generate credit recommendations for the courses, if appropriate. The results are sent to the participating organization and to colleges and universities. The organization sponsoring the courses operates a transcript system to report the individual's performance in the course to colleges. The major objectives of the first two years of the project were to develop and refine criteria and procedures for selecting appropriate courses and programs and in conducting course reviews, establishing policies and procedures as a basis for a national self-supporting system, and developing a system to disseminate project information and results. Appended is a handbook on conducting course reviews, agreements between ACE and the Consortium of California State University and Colleges and between ACE and the Pennsylvania Department of Education, newspaper articles, and a pamphlet on the program. (SW)

ED 162 547 HE 010 543

*Ambach, Gordon M. Black, Theodore M.*

**Changing Stages of Learning. Inaugural Address of Gordon M. Ambach, President of the University of the State of New York and Commissioner of Education, and Charge to the President by Chancellor Theodore M. Black.**

New York State Univ. System, Albany.
Pub Date-77
Note-17p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Continuous Learning, Educational Accountability, *Educational Needs, *Educational Objectives, Educational Policy, Elementary Secondary Education, Governance, Higher Education, Policy Formation, *Presidents, Speeches, *State Officials, State Programs, *State Universities
Identifiers-New York, *University of the State of New York

The Chancellor's charge to the President sets forth the principles and guidelines each will follow in their respective roles. The Board of Regents of the State of New York sets educational policy and rules for the execution of the policy. The newly elected President of the State University and Commissioner of Education will execute the policy. Chancellor Black urges President and Commissioner Ambach to help sustain educational quality and preserve the structure of educational governance of the State. The inaugural address of Gordon M. Ambach discusses the origins of educational governance and the changing stages of learning today. The following five problems are pinpointed: unprecedented decline

in achievement; enrollment decline; the need for educating all age groups simultaneously; an aging population with more leisure but in danger of becoming occupationally obsolete; and increasing personal isolation. He offers the following suggestions: educational strategies should be adjusted to different assumptions that together address both parent and child needs; educational objectives should be reconsidered at the elementary, secondary, and postsecondary levels from the perspective of lifelong learning; the learning institutions such as museums, libraries, and television should be brought into more productive combination with the resources of schools and colleges; and the psychological and physiological changes of adulthood should be considered by educational designers. (SW)

*Adams, Algalee Greenwald, Herbert*

**A Faculty Moves Toward Renewal. A Summary Report. The Second Year of Project Renewal, 1975-76, a Faculty-Oriented and Faculty-Guided Project to Improve the Quality of Education in the State Colleges.**

Massachusetts State Coll. System, Boston.

Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date- 77

Grant-OEG-0-74-8710

Note-17p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*College Faculty, *Curriculum Development, *Faculty Development, Higher Education, Instructional Improvement, Interprofessional Relationship, Multicampus Colleges, Program Budgeting, Program Evaluation, *State Colleges, State Programs, *Teacher Workshops

Identifiers-*Massachusetts, *Project Renewal

This summary report about Project Renewal provides an overview of the need for faculty development and the concept of a representative faculty collaborative. The purpose of the project was to prepare the State College System for the establishment of a Center for Educational Development, a conceptual center, rather than a geographical center. Nineteen faculty workshops that were conducted are described. In order to provide incentives for faculty to pursue the issues raised in the workshops and to further test out the assumption that System-sponsored training sessions could have direct feedback on the campuses, Project Renewal sponsored a competition for proposals relating to curriculum development. Eight projects involving 23 faculty from seven colleges were funded. The products of these projects are available for use by any of the colleges. A directory of human and physical resources in the State College System was also compiled. All but one of the 19 workshops were formally evaluated by participants at the end of each workshop. The program of faculty workshops was further subjected to an extensive summative evaluation that related faculty responses to a wide range of issues. (SW)

ED 162 549 HE 010 545

*Marchese, Theodore J.*
**Restructuring a College to Meet Postsecondary Educational Needs of Non-College-Age Women.'' Concluding Evaluation Report.**
Barat Coll., Lake Forest, Ill.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-8 Jul 75
Grant-OEG-0-73-6454
Note-40p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Adult Education, *Adult Students, *Age Differences, College Programs, *College Students, Continuous Learning, Curriculum Design, *Females, Higher Education, *Nontraditional Students, School Community Relationship, Student Needs, Student Recruitment, *Womens Education
Identifiers-Barat College IL, *Reentry Programs

A project to enroll and serve non-college-age'' women at Barat College, Illinois, is described. The 18-month project was designed to develop new college-community ties, increase substantially the numbers of women returning to college, restructure internally to meet new identified educational needs, and provide cross-generational learning formats for all students. All students were to be integrated in a single institutional program addressed to life-span educational needs of women. The college founded an office of continuing education, enrolled 168 women during the first year, and disseminated information to the community through mailings, press stories, and personal visits. A discussion is presented on: basic facts about continuing education students at the college; faculty reaction and departmental impacts; attitudes among traditional age'' students; administrative coping with problems and issues raised by the influx of returning women; and the present status of the college with a cross-generational'' student population. A program evaluation was conducted and seven reports were produced. (SW)

ED 162 550 HE 010 546

*Kozma, Robert*

**An Effort at Instructional and Faculty Development at the University of Michigan.**

Michigan Univ., Ann Arbor. Center for Research on Learning and Teaching.

Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date-Apr 77

Grant-OEG-0-74-7294

Note-88p.

**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**

Descriptors-Case Studies, Check Lists, *College Faculty, *Curriculum Development, *Educational Technology, *Faculty Development, *Faculty Fellowships, Higher Education, Information Dissemination, Instructional Improvement, *Instructional Innovation, Student Evaluation of Teacher Performance, Teacher Workshops

Identifiers-*University of Michigan

A project at the University of Michigan is described that involved the award of a small number of faculty fellowships that allowed some released time and financial support for development and implementation of classroom innovations. The focus of the Fellowship was the analysis and redesign of target courses regularly taught by the fellows. Technical assistance, equipment, training workshops, seminars, and personal consultation with project staff were provided. The project was based on the conceptual model of Rogers and Shoemaker that views the adoption of an innovation as an individual decision made within and influenced by a social context. The project was designed to increase the quality of instruction as measured by student performance and attitudes toward courses. A few controlled experiments were conducted to test the impact of video tapes on students' comprehension, and student ratings of faculty performance were obtained. The project was also designed to increase the faculty's use of instructional technology. Twenty-three innovations were adopted by the nine faculty fellows; the changes ranged from the use of video to the use of discussion and diagnostic tests. It was hoped that the use of instructional technology by non-participating faculty would increase through the influence of participating faculty. Although the fellows did act as dissemination agents through discussion with colleagues, few adoptions of innovations could be traced to work of the fellows. Appendices included a description of project activities for a social psychology course and a checklist of instructional techniques. (SW)

**Final Report for CAEL Operational Models Project.**

Cooperative Assessment of Experiential Learning, Columbia, Md.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-31 Dec 76
Grant-OEG-0-75-7105
Note-101p.
**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**
Descriptors-*College Cooperation, *Educational Assessment, *Evaluation Criteria, *Experiential Learning, Higher Education, Information Dissemination, Interinstitutional Cooperation, *Models, Program Descriptions, Program Development, Workshops
Identifiers-Community College of Vermont, Delaware County Community College PA, Florida International University, Memphis State University TN, Metropolitan State University MN, San Francisco State University CA, Union College KY, University of Kentucky, University of Oregon, Webster College MO

Twelve institutions with experiential learning programs in higher education were selected to develop practical models that could be useful to similar institutions. Attention was to be focused on either or both of two areas of concern for experiential learning programs: the establishment of criterion standards for assessment and the financial implications of new assessment programs. The project included several workshops: an introductory workshop to create a common conceptual context and base of information, a second workshop to review and critique preliminary models, and dissemination workshops to provide information on how to use models in other institutions. An assessment of the project by the project audit committee is presented. Brief summaries of each institution's model prepared by its authors are presented, and audit committee comments on each model are included. Outcomes and implications of the project are discussed by the project director. Appendices include agendas for workshops, an annotated list of project reports, seminar agendas, and agendas for local workshops. The following institutions participated: Antioch College, Community College of Vermont, the Consortium of the California State University and Colleges, Delaware County Community College, Florida International University, Memphis State University, Metropolitan State University, San Francisco State University, Union College, University of Kentucky, University of Oregon, and Webster College. (SW)

ED 162 552 HE 010 548

*Shapiro, Leonard*

**Final Report: ISCI. Consulting Group on Instructional Design.**

Minnesota Univ., Minneapolis.

Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date-5 Sep 76

Grant-OEG-0-73-6432

Note-57p.

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-*Autoinstructional Aids, *Calculus, *College Mathematics, *Computer Assisted Instruction, Computer Oriented Programs, *Educational Technology, Higher Education, Homework, *Individualized Instruction, Information Dissemination, *Mathematics Instruction, Program Descriptions, Program Evaluation

Identifiers-*Individualized Supplementary Calculus Instruction, University of Minnesota

A description and evaluation are provided of the ISCI (Individualized Supplementary Calculus Instruction) project. ISCI is a computer-based resource that can be used with any text or computer system. If a student fails to solve homework problems, he can provide information about his attempted solution through a teletype or other computer terminal. After finding the error in his attempted solution, ISCI points out that there is an error, then gives as many hints and/or explanations as the student requests, until he is able to continue the solution independently. Three facets of the ISCI project are the use of the system in Minnesota and neighboring states, program access at the University of Minneapolis Campus, and worldwide mailings about the system. Appended are a published article on the ISCI program entitled, Tutor Resources in Mathematics,'' and details of ISCI evaluation in an article entitled, ISCI: A Computer Answers Dumb Questions.'' (SW)

ED 162 553 HE 010 549

*Wild, Cheryl L Davis, Leta*

**Development of a System for the Empirical Determination of Issues in Postsecondary Education. Final Report of Task 2.**

Educational Testing Service, Princeton, N.J.

Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date-Jul 78

Contract-300-77-0446

Note-88p.; Charts on pages 21-22, 24-25, and 66 may be marginally legible due to small type

**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**

Descriptors-Codification, Comparative Analysis, *Data Collection, *Data Processing, Higher Education, *Information Centers, *Information Needs, *Information Processing, *Needs Assessment, Task Analysis

Requests to the National Center for Education Statistics (NCES) for postsecondary education data were analyzed and compared to previously identified issues. Summaries of telephone requests (log entries) and files of letter requests from January 1977 through December 1977 were studied. A single coding scheme was developed for both letter and phone requests for information; all log entries and letter requests during 1977 were reviewed and those dealing with postsecondary education were coded. For the log entries, 2,426 of the 4,211 entries were coded; for the letters, 2,514 out of 3,131 were coded. Coded requests were sent to key entry where they were transcribed onto discs, verified, and computer edited. The requests are described in terms of the following variables: date, affiliation of requester, publications sent, type of response, trend or projection, educational level of request, student attributes, practical descriptors, and issue areas. Issues identified by the logs and letters are compared to issues identified by a separate content analysis of opinions of educational leaders. A method of coding information when a request is received, entering the information on an interactive computer system, and using standardized editing and summary report programs is suggested. Procedures developed for the collection of data, a describtion of the study variables, and a summary of typical telephone and log requests are discussed, and a coding manual for NCES coding form is appended. (SW)

*Smith, Wendell I.*

**Enhancing Teaching in a Residential College. Final Report.**

Bucknell Univ., Lewisburg, Pa.

Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date-Sep 77

Grant-OEG-0-75-2202

Note-100p.

**EDRS Price MF-$0.83 HC-$4.07 Plus Postage.**

Descriptors-*College Faculty, *Curriculum Development, *Faculty Development, *Faculty Evaluation, Governance, Higher Education, Improvement Programs, Information Dissemination, *Instructional Improvement, Program Evaluation

Identifiers-*Bucknell University PA

A project at Bucknell University is described that was designed to: evaluate faculty teaching, conduct faculty seminars and workshops, disseminate sources of information to faculty, provide funds for the support of instructional improvement projects, develop a means of relating the quality of teaching and scholarship to a system of financial and nonfinancial incentives, and improve the sabbatical leave and related programs. The project is discussed under three general headings: changes having to do with the faculty and its teaching directly; changes having to do with new curricular projects; and changes having to do with institutional governance and the faculty. To implement the faculty's policies regarding teaching, each department prepared a statement of criteria for teaching, scholarship, and related professional services for judging tenured and non-tenured faculty and for conducting annual reviews of faculty members. Five projects are summarized that promoted professional development and course development. Program activities are evaluated, and the following materials are appended: faculty activities report, perceptions of a merit salary system, example of a departmental profile and of a faculty profile, memorandum on faculty development, and a sample of a freshman survey. (SW)

ED 162 555 HE 010 553

***Bakker, Gerald R.***

**Final Report to the Fund for the Improvement of Post-Secondary Education from Earlham College. National Project III. Elevating the Importance of Teaching.**

Earlham Coll., Richmond, Ind.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-23 Sep 77
Grant-OEG-0-75-1930
Note-111p.
**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**
Descriptors-*College Faculty, Consultants, *Consultation Programs, Effective Teaching, *Faculty Evaluation, Higher Education, *Instructional Improvement, Program Evaluation, Questionnaires, Teacher Attitudes, Teacher Evaluation, Teacher Workshops
Identifiers-*Earlham College IN, National Project III

Information is provided on the operation of Earlham College's consultant program, teacher evaluation policies and procedures, and the work of the Teaching and Learning Committee and other means of support for the improvement of teaching. The consultant program was designed to provide faculty with confidential help concerning their teaching. Use of the consultant was voluntary and did not affect personnel decisions. Questions brought to the consultant and the outcome of an independent evaluation of the first year of consulting work are discussed. Two studies on teacher evaluation involved collecting faculty impressions on the operation of the system and a study of a group of faculty who had just been evaluated for contract renewal. An assessment of the use of instructional development funds was conducted by an independent evaluator. The Teaching and Learning Committee has produced a newsletter to keep faculty informed on issues related to teaching and learning and arranged faculty workshops and seminars. Benefits occurring from the involvement of Earlham with the other 10 institutions of National Project III are discussed. Appendices include an issue of a report by the Teaching and Learning Committee, issues of the newsletter of the Committee, the evaluation of the faculty consultation program, policies and procedures concerning faculty evaluation, and a summary of findings on faculty opinions on the Teaching Evaluation Survey. (SW)

ED 162 556 HE 010 554

*McIntyre, Charles J.*

**Elevating the Importance of Teaching. National Project III. Final Report.**

Illinois Univ., Urbana. Office of Instructional Resources.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-31 Aug 77
Grant-G007502210
Note-17p.; For related document see ED 146 825
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*College Faculty, *College Instruction, *Effective Teaching, Evaluation Criteria, Evaluation Methods, *Faculty Evaluation, *Faculty Promotion, Higher Education, Information Systems, Instructional Improvement, *Peer Evaluation, Program Descriptions, Program Evaluation, Questionnaires, State Universities, Teacher Salaries
Identifiers-Program Evaluation Survey, *University of Illinois

The University of Illinois' project on the elevation of the importance of teaching consisted of two programs: one to try to better systematize information about teaching effectiveness, and one to develop and validate a peer evaluation questionnaire to secure interpretable information. It is believed that the importance of teaching effectiveness will be elevated if faculty plays a larger role in pay and promotion decisions, and this is an important factor in the project. The development of the project is outlined, and one item is appended: Issue 4 of Criteria for the Evaluation, Support, and Recognition of College Teachers,'' dealing with the evaluation of college teachers. (MSE)

ED 162 557 HE 010 557

***Wild, Cheryl L. And Others***

**Development of a System for the Empirical Determination of Issues in Postsecondary Education. Final Report of Task 1. Volumes I and II. Sponsored Report Series.**

Educational Testing Service, Princeton, N.J.
Spons Agency-National Center for Education Statistics (DHEW), Washington, D.C.
Pub Date-Jul 78
Contract-300-77-0446
Note-650p.
**EDRS Price MF-$1.16 HC-$34.15 Plus Postage.**
Descriptors-Admission (School), College Admission, College Faculty, Colleges, Community Colleges, Continuous Learning, *Curriculum, Educational Benefits, *Educational Change, Educational Finance, *Educational Research, Governance, Graduate Study, *Higher Education, *Information Sources, Institutional Administration, Junior Colleges, *Leadership, Legal Problems, Periodicals, Personnel, Political Issues, *Postsecondary Education As a Field of Study, P[illegible]onal Education, *Public Opinion, *Research Needs, Research Proj[illegible]tudent Characteristics, Student Financial Aid, Univer[illegible]

The project reported on was designed and implemented for formulating a system for empirical determination of issues in postsecondary education. Two resources were used for identifying the issues: statements of opinion of leaders in postsecondary education, and journal literature. Content analysis of these resources resulted in identification of 847 issue statements classified into 1,606 subissues. The summary of the results is presented here. The global issue areas include: curriculum and curriculum processes (grading, new programs and courses, preparation for employment, retention, quality, and institutional climate); institutional finance, institutional government and management; values and benefits of postsecondary education; student aid; admissions; lifelong learning; faculty and personnel; student characteristics; and legal issues. In each area, relevant data elements for research are identified. In addition, recommendations are made for future procedures used to identify salient issues, and for major issues of concern, both in the global issue areas and levels of postsecondary education. (MSE)

ED 162 558 HE 010 576

*Darr, Ralph F., Jr. Robison, David J.*
**Systematic Evaluation of Instruction.**
Pub Date-Apr 78
Note-35p.; Paper presented at the annual meeting of the Ohio Academy of Science (87th, Wright State University, April 1978)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Course Content, *Course Evaluation, *Course Organization, Curriculum Development, Educational Psychology, Effective Teaching, Higher Education, *Individualized Instruction, *Instructional Improvement, Learning Modules, Predictor Variables, Questionnaires, State Universities, Statistical Analysis, *Student Evaluation of Teacher Performance
Identifiers-*University of Akron OH

Two sections of an introductory educational psychology course given at the University of Akron were restructured using some nontraditional elements. Student evalutions of the course's content and structure and student achievement measures were used to analyze the effectiveness of the changes. The statistical analyses are detailed. The results are used to design clusters of elements to be used as predictors of academic success, which can in turn be used to personalize instruction in the course. Appended to the description of the study are some of the statistical results and the questionnaire given to the students. (MSE)

ED 162 559 HE 010 578

*Darr, Ralph F., Jr.*

**Evaluation of College Teaching: State of the Art, 1977.**

Pub Date-Apr 77

Note-25p.; Paper presented to the Ohio Academy of Science (Capital University, Columbus, Ohio, April 1977)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Academic Achievement, Administrative Personnel, Bibliographies, *College Faculty, Evaluation Criteria, *Evaluation Methods, *Faculty Evaluation, *Formative Evaluation, Higher Education, *Peer Evaluation, Rating Scales, Self Evaluation, State of the Art Reviews, *Student Evaluation of Teacher Performance, Summative Evaluation

Student ratings of teacher performance in higher education have received the bulk of research interest and effort since the first formal published rating form in 1926. Peer ratings run a poor second, and little has been done in the areas of self-evaluation and administrative evaluation. Attempts at using student achievement as an evaluation criterion have run into their own unique difficulties. This state-of-the-art review summarizes sources of evaluative data (including student ratings, peer ratings, self-evaluation, and administrator evaluation), and analyzes faculty evaluation systems. It is contended that the future holds two basic trends for evaluation of instruction: (1) more systematic evaluation and (2) more attention to the theoretical basis of evaluation. A five-page bibliography is included. (Author/MSE)

ED 162 560 HE 010 588

**1978-79 Student Charges at State and Land-Grant Universities (Tuition, Required Fees, Room and Board).**

National Association of State Universities and Land-Grant Colleges, Washington, D. C. Office of Research and Information.

Pub Date-78

Note-28p.

Available from-NASULGC, One Dupont Circle, Washington, D.C. 20036

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Comparative Statistics, Cost Indexes, Dormitories, Economic Change, *Fees, Graduate Study, Higher Education, *Land Grant Universities, Medical Education, National Surveys, Professional Education, *State Universities, Statistical Data, *Student Costs, *Tuition, Undergraduate Study

Identifiers-Higher Education Price Index

Contents include statistical data in tabular form, with some narration, on: a two-year comparison of median undergraduate charges; a regional comparison of median undergraduate tuition and fees for 1978-79; a two-year comparison of median tuition and fees for graduate and first professional students; the median of the difference of tuition and fees over the last year; ranges of charges (institutional and regional); the long-term trend in median undergraduate charges; and highest and lowest charges, by institution. Fees (resident and nonresident tuition and fees, room, and board charges) are given for each state and land-grant university. (MSE)

ED 162 561 HE 010 613

*Gay, Diane Weintraub, Floyd*

**The Economic Impact of Independent Higher Education in New York State.**

Commission on Independent Colleges and Universities of the State of New York, New York.
Pub Date-78
Note-23p.
Available from-Commission on Independent Colleges and Universities, 37 Elk Street, Albany, N.Y. 12224
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Degrees (Titles), *Economic Factors, Educational Demand, *Educational Economics, *Educational Finance, Employment Statistics, Expenditures, Federal Aid, Financial Support, Graduate Study, *Higher Education, Income, Nonresident Students, *Private Colleges, Productivity, School Community Relationship, State Aid, Tax Effort, Taxes
Identifiers-*Economic Impact Studies, *New York

The independent sector of higher education in the State of New York provides 88,000 jobs and almost $8 million of identifiable economic impact. It also plays a unique role in the state's recovery effort. The institutions in this sector award almost half the bachelor's and more than two thirds of the postbaccalaureate degrees in the state. As an employer the independent sector of higher education is one of the largest in the state. Its operating revenues in 1976 amounted to over $2 billion, including 30 percent from out-of-state sources and one quarter billion in federal government grants and contracts. Spending by institutions and by students is expected to amount to almost $8 billion in 1977-78. The importation of monies by out-of-state students is a significant factor, as is the savings in state and local tax levies as measured against units of production (degrees) of independent institutions. It is concluded that the independent sector is an important element in the state's economy. (MSE)

ED 162 562 HE 010 638

*Carl, Linda*
**The Alumni College Movement, 1977.**
Council for the Advancement and Support of Education, Washington, D.C.
Pub Date-Mar 78
Note-71p.
Available from-Council for Advancement and Support of Education, One Dupont Circle, Washington, D.C. 20036 ($7.00)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Adult Education, *Adult Students, *Alumni, *Alumni Education, Educational History, Higher Education, *Liberal Arts, *Noncredit Courses, Questionnaires, Student Motivation, Surveys, Ungraded Programs
Identifiers-*Alumni Colleges

A survey was conducted of alumni colleges, which were defined as five- to seven-day residential experiences for adults sponsored by institutions of higher education and focusing on the noncredit study of the liberal arts. Forty-seven institutions were identified as having such alumni colleges; 37 institutions completed a written questionnaire and were included in the study. Objectives were to determine the origins of alumni colleges; the sponsors and reasons for sponsorship; the students and their goals; the intellectual, social, cultural, and recreational components of alumni colleges; and effects on the alumni continuing education program of the sponsors. Information was obtained from questionnaries mailed to the institutions and brochures of the alumni colleges. A bibliography and sample of the alumni college survey are included. (SW)

ED 162 563 HE 010 640

*Brown, George H.*

**Bachelor's Degree Awards to Women.**

National Center for Education Statistics (DHEW), Washington, D.C.

Report No.-NCES-78-3368

Pub Date-78

Note-13p.; Second in a series on degree awards to women

Available from-National Center for Education Statistics, U.S. Department of Health, Education, and Welfare, 400 Maryland Ave., S.W., Washington, D.C. 20202

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Bachelors Degrees, College Graduates, *College Majors, Comparative Analysis, Enrollment Trends, *Females, Higher Education, Intellectual Disciplines, Postsecondary Education As a Field of Study, Statistical Data, *Trend Analysis, *Undergraduate Study, *Womens Education

The representation of women among bachelor's degree recipients in the academic years 1970-71 and 1975-76 is compared and data on the intervening years are appended. The total number of bachelor's degrees awarded in the United States in 1971 was 846,000, of which about 43 percent were awarded to women. In 1976, the total was 934,000, and the number awarded to women had increased to about 46 percent. In actual numbers, about 426,000 women and 509,000 men received bachelor's degrees in 1976. There appears to be very little difference between men and women in terms of the total number of bachelor's degrees awarded. The representation of women among degree recipients varies greatly by discipline division. Disciplines in which women most and least predominated are listed, and the trends are briefly analyzed. In addition to presenting year-by-year proportions and numbers of women in each field, the distribution of women and men across discipline divisions is provided. (SW)

ED 162 564 HE 010 641

**Cooperative Education Awards, 1972-77. The Higher Education Act of 1965 (P.L. 89-329) as Amended. Title VIII.**

Bureau of Higher and Continuing Education (DHEW/OE), Washington, D.C. Div. of Training and Facilities.

Pub Date-Sep 78

Note-145p.; Revised edition

Available from-Department of Health, Education, And Welfare, Office of Education, Bureau of Higher and Continuing Education, Washington, D.C. 20202

**EDRS Price MF-$0.83 HC-$7.35 Plus Postage.**

Descriptors-*Cooperative Education, Directories, Eligibility, *Federal Aid, Federal Legislation, *Grants, Higher Education, Program Administration, Program Descriptions, Research Projects, Statistical Data, Training

Identifiers-*Higher Education Act Title VIII

Data are presented on awards made under authority of the Higher Education Act, Title VIII, for cooperative education programs from 1972-77. Legislative highlights of the cooperative education program and specific information about eligibility requirements and application and award procedures are provided. Maps show first through fourth year grantees, and tables provide information on applications and federal support, grant awards for the administration of programs, training grants, and research grants. Information is provided on type, number, and amount of awards. Grantees and brief program descriptions are presented for cooperative education research and training programs for fiscal year 1977. An alphabetical listing by state and institution within states for program administration grants is provided. (SW)

ED 162 565 HE 010 642

*Brown, George H.*

**Master's Degree Awards to Women.**

National Center for Education Statistics (DHEW), Washington, D.C.
Report No.-NCES-78-336C
Pub Date-78
Note-12p.; Third in a series on degree awards to women ; Chart on page 6 may not reproduce well due to small and light type
Available from-National Center for Education Statistics, 400 Maryland Avenue, S.W., Washington, D.C. 20202
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Career Choice, *College Majors, Comparative Analysis, Education Majors, *Females, *Graduate Study, Health Occupations Education, Higher Education, Home Economics, Languages, Library Science, *Masters Degrees, National Surveys, Statistical Data, *Trend Analysis, *Womens Education

Award patterns of master's degrees to women in academic years 1970-71 and 1975-76 are examined based on data collected through the annual Survey of Degrees and Other Formal Awards Conferred. In 1971, 231,000 master's degrees were awarded in the United States, and 40 percent were awarded to women. In 1976, the total number awarded was 313,000, and those awarded to women had increased to 46 percent. In 1971, women predominated in six fields: education, foreign languages, health professions, home economics, letters, and library science. In 1976, women still predominated in the same six traditionally feminine fields, but women increased their percentage representation in 20 out of 24 fields, suggesting a general, though small, tendency among women to become less tradition-bound in selecting their field of study. The two fields in which women constituted an overwhelming majority in 1971 (home economics and library science) had declined slightly by 1976, and the fields in which women were at least represented in 1971 showed the largest increases in the 1976 data. Education continued to be the favorite field, accounting for 57 percent of all master's degrees awarded to women. Data are presented on the percentage distribution of degrees by academic field for both men and women for 1971 and 1976. Appendices provide data on the numbers and percentages of degrees awarded to women by academic field for each year from 1970-71 through 1975-76. (SW)

ED 162 566 HE 010 643

*Brown, George H.*

**First Professional Degree Awards to Women.**

National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date-78

Note-11p.; Fourth in a series on degree awards to women ; Chart on page 6 may not reproduce well due to small print

Available from-National Center for Education Statistics, 400 Maryland Ave., S.W., Washington, D.C. 20202

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Career Choice, Comparative Analysis, *Degrees (Titles), Dentistry, *Enrollment Trends, *Females, Higher Education, Legal Education, Medical Education, National Surveys, Pharmaceutical Education, *Professional Education, Statistical Data, Theological Education, *Trend Analysis, Veterinary Medicine, *Womens Education

Identifiers-Optometry, Osteopathy, Podiatry

Changes in the percentage representation of women among recipients of first professional degrees are examined between the academic years 1970-71 and 1975-76. The data were collected through the annual Survey of Degrees and Other Formal Awards Conferred. A first professional degree is one that signifies completion of the academic requirements for beginning practice in a given profession.''' Eight professions are considered: dentistry, medicine, optometry, osteopathic medicine, podiatry, veterinary medicine, law, and theology. While women increased their percentage representation in all eight of these professions, they still constitute a distinct minority in all fields, and available enrollment data suggest that these trends will continue. Data are presented on the percentage of women among first year enrollments in medicine, dentistry, veterinary medicine, and law for each year from 1971 to 1976. Women's percentage representation among first-year enrollments increased every year from 1971 through 1976. Data are presented on the relative popularity of the various fields among women seeking a first professional degree, and comparative data for men are presented. Based on the 1976 data, pharmacy is the field in which women are most highly represented, and the fields of law and medicine together account for 86 percent of all first professional degrees awarded to women in 1976. Appendices provide data on the numbers and percentages of degrees awarded to women by professional field for each year from 1970-71 through 1975-76. (SW)

ED 162 567 HE 010 646

*Blum, Stuart H.*

**Student Reaction to Components of a Graduate Seminar in Educational Research.**

Pub Date- 75

Note-7p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Course Evaluation, *Educational Research, *Graduate Students, Higher Education, Masters Degrees, Questionnaires, Research Design, *Research Skills, *Student Evaluation of Teacher Performance, Student Opinion, *Student Seminars, Teacher Education, Teaching Methods, Technical Writing

Identifiers-Brooklyn College NY

Student reaction to a one-semester course in educational research, a required course in the master's degree program in teacher education at Brooklyn College of the City University of New York, was obtained through administration of a questionnaire from 1965 through 1973. Students most valued lecture and question sessions on writing style, form and organization, and computational procedures for research papers. Students least valued discussion of hypothetical research problems. Class discussion of individual projects was rated in between. It is suggested that students may have felt more comfortable with the more explicit or traditional type of presentation. An important value of the course is acquiring the tools to become more discriminating consumers of research. For most of the students, the expectation is to conduct comparatively little formal research in their professional roles in the schools. (SW)

ED 162 568 HE 010 647

**Middle Income Student Assistance Act. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, Ninety-Fifth Session, Second Session, on H.R. 10854. Hearings held in Washington, D.C., February 9, 16, 22, and 23, 1978.**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-23 Feb 78

Note-402p.; Some statements may not reproduce well

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20242

**EDRS Price MF-$0.83 HC-$22.09 Plus Postage.**

Descriptors-College Students, *Educational Legislation, Eligibility, *Federal Aid, *Federal Legislation, Financial Support, Hearings, Higher Education, *Income Contingent Loans, *Middle Class, *Student Financial Aid

Identifiers-Higher Education Act 1965, *Middle Income Student Assistance Act

Hearings before the House Subcommittee on Postsecondary Education on H.R. 10854 are presented. The bill would amend the Higher Education Act of 1965 to increase the eligibility of middle-income students for the various forms of student assistance available under such act, and for other purposes. The text of the bill and statements of numerous spokesmen are presented. Supplementary materials are appended. (SW)

ED 162 569 HE 010 648

*Fenton, Joann C.*
**Academic Norms and the University Committee.**
Pub Date-25 Mar 78
Note-15p.; Presented at the Symposium on Structure and Context in Complex Societies, Southwestern Anthropological Association (San Francisco, March 23-25, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-College Administration, *College Environment, College Faculty, College Role, College Students, Governance, Higher Education, *Institutional Characteristics, Interaction Process Analysis, Organizational Change, Organizational Climate, Peer Relationship, Research Projects, *State Colleges, *Student Teacher Relationship, *Teacher Administrator Relationship, *Urban Universities

The metropolitan university is viewed from the context of individual, group, and university level of social interaction. Metropolitan universities are defined as state-supported public universities located in urban areas and legislatively mandated as teaching institutions. Resources are usually dependent upon the number of full-time equivalent students registered in classes. Metropolitan universities are contrasted to cosmopolitan universities, where a major responsibility of the academic is research, and the ethos is individualistic. Cosmopolitan universities have been characterized as trans-national and elitist, and a large number of the student body is graduate students. In contrast, the metropolitan university has been characterized as local and non-elitist. Attention is focused on the undergraduate student body, and graduate programs are confined largely to the master's degree. Students are often part-time, holding down jobs in the community. Research tends to be engaged in by a small number of faculty working alone rather than in grant-supported research centers. The characteristics of one metropolitan university are described, and the role of research and interpersonal relationships between faculty, between faculty and students, and between faculty and administrators are discussed. The impact of a change in the university from a centralized administration to the university committee is analyzed. (SW)

ED 162 570 HE 010 649

**On Campus With Women. Number 19. March 1978.**

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency-Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date-Mar 78

Note-11p.

Available from-Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Affirmative Action, College Students, Court Cases, Equal Education, *Equal Opportunities (Jobs), Federal Legislation, *Females, Higher Education, Newsletters, Personnel Policy, Pregnancy, Quotas, Retirement, Role Models, *Sex Discrimination, Sex Stereotypes, Women Professors, *Womens Athletics, *Womens Education

Identifiers-*Education Amendments 1972 Title IX, Lamphere v Brown University

The contents of this newsletter concern affirmative action and employment, education of women, Title IX, sports, and international news. The following news items are included: pregnancy rulings and the supreme court, the Lamphere sex discrimination case at Brown University, top college administrative jobs filled by white males, college ties with all-male private clubs, new higher education registry for teachers and administrators, new registry of women scientists, teachers challenge of TIAA-CREF's unequal pension and insurance benefits, minority women Ph.D's gains, women's loss in the battle for more ROTC scholarships, grant-writing workshops, student government quotas, new publications of the National Advisory Council on Women's Educational Programs, lack of role models for female graduate students, a federal government publication on male role stereotyping, new resources for learning and teaching about women, court order to HEW to enforce Title IX and Executive Order 11246, charge of government inaction on Title IX, new Title IX policies issued by HEW, lack of Title IX assurances to several colleges, new Title IX resources for teachers and parents, student questionnaire included in Title IX evaluation, women and contact sports, dismissal of NCAA lawsuit, aid to college women athletes, California laws to improve sports opportunities for females, planned survey of sports programs on campus by the Civil Rights Commission, news from Oxford and Cambridge on accepting applications from both sexes, and a feminist education conference on ending sex-role stereotyping. (SW)

**On Campus with Women. Number 20. June 1978.**
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
Spons Agency-Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
Pub Date-Jun 78
Note-11p.
Available from-Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Affirmative Action, College Students, Court Cases, Equal Education, *Equal Opportunities (Jobs), Federal Legislation, *Females, Higher Education, Medical Education, Newsletters, Personnel Policy, Professional Education, Retirement, *Sex Discrimination, Sex Stereotypes, Women Professors, Womens Athletics, *Womens Education, *Womens Studies
Identifiers-*Education Amendments 1972 Title IX

The contents of this newsletter concern affirmative action and employment, education of women, women's studies, Title IX; medicine, sports, and international news. The following news items are included: increased part-time careers in academe, the status of women faculty in academe, new decisions on sex discrimination, HEW investigations of major universities, court requirements of equality in pensions, HERS Mid-Atlantic plans for research internships, revised dictionary of occupational titles eliminating sexist words, women graduate student's use of guidance and counseling services, enrollment of women in professional programs, older women and grades, women college trustees, women and technical and vocational careers, women's studies programs in 1977, HEW's data collection concerning women, a new publication for journalism students and teachers, resources for learning and teaching about women, violations of Title IX and loss of federal funds, Title IX and a private right to sue, coverage of employment by Title IX, sexual harassment and Title IX violation, medical schools and age bias, female physicians and productivity, a coalition of women medical students, resources on women in medicine, a publication on women's athletic opportunity, a resource guide on equity in school athletics, and women and top academic positions in Great Britain. (SW)

ED 162 572 HE 010 652

**Women in Higher Education Administration.**

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency-Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date-Sep 78

Note-8p.; Paper number one was presented to the Bryn Mawr/HERS Summer Institute for Women in Higher Education Administration (July 1978); Paper number two is a summary of a report to the Carnegie Corporation of New York

Available from-Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Administrative Personnel, *Administrator Selection, *Affirmative Action, Career Ladders, Career Opportunities, College Administration, Equal Opportunities (Jobs), *Females, Higher Education, Personnel Policy, *Professional Training, *Sex Discrimination, Status

Identifiers-Education Amendments 1972 Title IX

Two papers are presented that examine the barriers to women in academic decision making and identify a variety of effective strategies for improving the status of women in higher education administration. Strategies for Advancing Women in Higher Education Administration,'' by Garry D. Hays, proposes that commitment to increasing the number of women in administrative positions should be demonstrated by example and through operating procedures. Affirmative hiring goals, search procedures, communication, and development programs are discussed. Formal and informal ways that institutions can help women acquire experiences that prepare them for higher level positions are outlined, and suggestions that can assist women candidates as they seek higher level positions are offered. Career Development Women in Academic Administration: The Role of Training,'' by Rosabeth Moss Kanter and Margaret J. Wheatley, examines training programs as a strategy for advancing women in higher education administration and as a context of what can be learned about career issues of women and changing career structures for administrators. Conclusions are based on discussion with the directors of five Carnegie-sponsored training programs, 180 questionnaires returned by program participants, 30 personal interviews with program participants, interviews with 25 key senior administrators from campuses around the country, a literature review, and conversations with directors of programs concerned with improving the status of women. (SW)

**The Problem of Rape on Campus.**

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency-Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date-78

Note-9p.

Available from-Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Bibliographies, College Role, Colleges, *College Students, Educational Opportunities, *Females, Higher Education, Incidence, Legal Problems, *Legal Responsibility, Prevention, *Rape, *Violence

Identifiers-Education Amendments 1972 Title IX, Liability

This paper on rape on the campus addresses the following topics: definitions of rape and sexual assault; the incidence rate; attitudes about rape; the impact of rape on women's educational opportunity; legal implications, including Title IX of the Education Amendments of 1972; institutional responsibility and liability; the meaning of prevention, guidelines for reducing rape on campus; and victim services and treatment. Appendices present a list of written materials and films on rape and a brief discussion on the issue of whether or not to resist rape. (SW)

*Sammartino, Peter*
**Demanage Higher Education!**
Pub Date-78
Note-188p.
Available from-The Crispen Company, Box 326, East Rutherford, NJ 07073 ($10.00)
**Document Not Available from EDRS.**
Descriptors-*Administrative Problems, *Administrator Role, Books, Change Strategies, Collective Bargaining, *College Administration, College Faculty, *College Planning, Educational Finance, Educational History, Educational Quality, Fund Raising, Governance, *Higher Education, Leadership Responsibility, Organizational Effectiveness, *Presidents, Private Colleges, Public Relations, Small Colleges, State Colleges, Teacher Administrator Relationship, Trustees

This book about the problems facing the president of a college or university is intended mainly for administrative personnel but may be of interest to college trustees, faculty members, and individuals interested in higher education. It is claimed that it is impossible economically to sustain the many non-educative activities that are borne by undergraduate tuition. Higher education has to be demanaged in order to return to the basic principles of service to students. An historical perspective is provided on higher education in the United States since the turn of the century. The following topics are covered: public and private education, building programs, fund raising, public relations, faculty, collective bargaining, the new administrator, pressures on presidents, outside pressures on trustees and presidents, trustees, retrogression and wastage, small colleges, quality institutions, and the overall organization of higher education institutions. (SW)

ED 162 575 HE 010 659

*Hutchinson, George*
**Faculty Development: A Conceptual Model.**
Pub Date- 78
Note-8p.; Paper presented to the Teaching and Learning Council, San Diego State University ; George Hutchinson is Dean of the College of Professional Studies at San Diego State University
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*College Faculty, Decision Making, Educational Objectives, *Effective Teaching, *Faculty Development, Higher Education, *Humanistic Education, Professional Education, Student Centered Curriculum, *Student Teacher Relationship, Work Environment

The trend in faculty development seems to be to direct faculty efforts toward predetermined intellectual and social objectives, through predetermined faculty activities. This kind of faculty development has been divisive. A humanistic faculty development program should provide more real decisionmaking opportunities for faculty and students alike, and should provide opportunities for each faculty member to explore different ways of interacting with students and to test his own purposes and commitments. The crucial element in the environment provided for such professional development is respect and trust shared by faculty and students. This student-centered teaching is progressive, and yet is supportive of faculty work under present conditions, not directed toward unpredictable future conditions. (MSE)

ED 162 576 HE 010 661

*Harris, Sherry S., Ed.*

**Accredited Institutions of Postsecondary Education: Programs/Candidates.**

American Council on Education, Washington, D.C.; Council on Postsecondary Accreditation, Washington, D.C.

Pub Date-78

Note-367p.

Available from-American Council on Education, One Dupont Circle, Washington, D.C. 20036

**Document Not Available from EDRS.**

Descriptors-*Accreditation (Institutions), Chief Administrators, Church Related Colleges, Community Colleges, *Degrees (Titles), Directories, Educational History, Enrollment, *Higher Education, *Institutional Characteristics, Junior Colleges, Multicampus Colleges, Presidents, Private Colleges, *Program Guides, School Calendars, State Colleges, State Universities

The annual directory lists institutions and programs evaluated by recognized accreditors and determined by their peers to meet acceptable levels of educational quality. Those institutions designated as candidates for accreditation have achieved initial recognition from their respective accrediting associations or commissions, and are progressing toward accreditation. Most of the data contained in each entry has been provided by the individual accrediting bodies. Organized by state, the listings include: name and address of the institution; a brief statement of institutional control (Public or private, with religious relationship where appropriate), type of institution, and type of student body, dates of first accreditation or admission to category and of latest affirmation or renewal of status, ano the accrediting body, branch campuses or affiliated institutions; type of academic calendar, level of degrees offered; specialized accreditation, name of the chief executive officer, fall 1977 enrollment, and telephone numbers. (MSE)

ED 162 577 HE 010 663

*Bergen, Timothy J., Jr.*
**The Future of Higher Education: A New Renaissance.**
Pub Date-21 Oct 78
Note-13p.; Paper presented at the first meeting of the Education Section of the World Future Society (Houston, Texas, October 20-22, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Access to Education, *Adult Learning, *College Students, *Continuous Learning, Curriculum Design, *Educational Trends, Flexible Schedules, Futures (of Society), *Higher Education, *Nontraditional Students, Older Adults, Student Needs, Teacher Attitudes

Future directions of higher education are influenced by changes that have been occurring in the life cycle and learning cycle.'' Traditional ages of formal education are becoming less rigidly defined, and higher education may now be viewed not only as a pre-work ritual but also as a process to be pursued by everyone from 18 to 85. Colleges need to establish more flexible study arrangements in the undergraduate years, since mature young students often have an urge to pause before attending college, interrupt their college study, or continue education while engaging in work apprenticeships. Recurrent education for adult students could serve inmates, individuals in the military service, professionals, and people who are bored with their leisure time. Sabbaticals should be offered to all workers, not just to teachers. The intellectual needs of adult students could be served by having residence halls for retirees or apartments for people 45 and older, arrangements already implemented by the State University of New York system. For others, education could be taken to nursing homes and retirement villages. To serve nontraditional groups of students, new courses, schedules, locations, and staff attitudes need to be developed. (SW)

*Levy, Daniel*

**Comparative Perpectives on Academic Governance in Mexico. Yale Higher Education Research Group Working Paper.**

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.
Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.
Report No.-YHERG-28
Pub Date-Jul 77
Note-36p.; Best copy available
Available from-Higher Education Research Group, Institution for Social and Policy Studies, Yale Uiversity, Box 1732 Yale Station, New Haven, Connecticut 06520
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Academic Freedom, *Administrative Organization, Bibliographies, College Faculty, College Students, *Comparative Education, Educational Change, Educational History, Federal Government, *Foreign Countries, *Governance, *Higher Education, Interinstitutional Cooperation, *Power Structure, State Boards of Education, State Government
Identifiers-Latin America, *Mexico

This overview of the history and current state of higher education in Mexico provides perspectives on the distribution of academic power and authority, both within institutions and in the system as a whole. The power structure may be explained in terms of six tiers of power from the department to the national government. The considerable power of faculty and students lies in their freedom of expression and choice in curricular matters, but there are indications that the balance of academic power could shift to higher levels, with the greatest changes likely at the level of inter-university authority, in coordinating and planning boards. Change could be slow or very turbulant, and the biggest power losers are likely to be faculty and students. A brief bibliography is included. (MSE)

ED 162 579 HE 010 668

*Farago, Peter T.*

**Assessing the Effectiveness and Propriety of Merit-Based Scholarships.**

Pub Date-Oct 78

Note-8p.; Paper presented at the annual meeting of the Northeast Association for Institutional Research (October 1978)

Available from-Office of Analytical Studies and Planning, 147 Bay State Road, Boston, MA 02215

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Academic Achievement, *Access to Education, College Bound Students, College Choice, Enrollment Influences, Financial Needs, High Achievers, Higher Education, Incentive Systems, Institutional Research, Private Colleges, Program Evaluation, Research Projects, *Scholarships, *Student Financial Aid, Student Needs, *Student Recruitment, Universities

Identifiers-Boston University, Need Analysis, *No Need Scholarships

As the pool of outstanding college bound students has declined, the use of merit scholarships has increased as a means of attracting high quality students. When Boston University began again in 1974 to use merit scholarships, it decided to analyze how well the awards serve their purpose. The study showed that they are effective in increasing attendance rates among needy students, but not effective in increasing attendance among those who have no financial need. Further, even among needy students the effect of the scholarships may be related to other factors such as the school offering the award and the student's academic quality. Given these findings and in light of the controversy surrounding the propriety of no-need scholarships, the widespread use of such awards seems to need further evaluation. (Author/MSE)

**The Fund for the Improvement of Postsecondary Education Projects/Women. Reports from the Fund.**

Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date-Feb 77
Note-17p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01831-4)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Adult Learning, Adult Students, Counseling Programs, Educational Change, Educational Problems, Experiential Learning, *Federal Aid, Federal Programs, *Females, Futures (of Society), Grants, Higher Education, Instructional Materials, *Nontraditional Students, *Postsecondary Education, Program Descriptions, Sex Discrimination, *Womens Education, Womens Studies
Identifiers-Education and Work, *Fund for Improvement of Postsecondary Education, Reentry

The history of women's programs of the Fund for the Improvement of Postsecondary Education is outlined, giving information on the kinds and scope of proposals received. Funding patterns are explained, and general and specific program areas are discussed: counseling programs, recognizing prior learning, integrating curriculum and career needs, materials for women's studies, and nonsexist institutions. The overview reveals promising efforts to solve problems in postsecondary education that have significance for all learners, not just women. Women's projects constitute an unusually promising approach to system improvement by having brought to the fore and begun to solve important educational and social problems. (MSE)

ED 162 581 HE 010 670

*Simao, Jose Veiga*

**Road to the Future. General Aspects of Brazilian Higher Education and a Brief Comparison with Other Educational Modes. Yale Higher Education Research Group Working Paper.**

Yale Univ., New Haven, Conn. Inst. for Social and Policy Studies.

Spons Agency-Calouste Gulbenkian Foundation, Lisbon (Portugal).; Tinker Foundation, New York, N.Y.

Report No.-YHERG-26

Pub Date-Jul 78

Note-79p.

Available from-Higher Education Research Group, Institution for Social and Policy Studies, Yale University, 1732 Yale Station, New Haven, Connecticut 06520

**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**

Descriptors-*Access to Education, *Comparative Education, Democracy, Economic Climate, *Educational Change, Enrollment Influences, Equal Education, *Foreign Countries, Governance, Government School Relationship, *Higher Education, Social Change, Social Influences, *Universities

Identifiers-*Brazil, Latin America

After a brief explanation of the economic and social background of Brazil, its educational system is described and the prospects for higher education there are explored. Like most nations, Brazil's higher education system is unique and adapted to its own needs. Its system bears similarities to both European and American traditions. In the near future, expansion of higher education is presumed to be substantial, and there is concern for providing equal educational opportunity. Increased democratization is expected, and the opening of opportunity is assumed to provoke debate on the structure of Brazilian society, institutional priorities, and governance. However, the university is anticipated to mirror the social strata of Brazil for a long time to come. A brief bibliography is included. (MSE)

ED 162 582 HE 010 680

*Anton, Kristin P. Lawrence, Barbara L.*

**A Study to Determine the Feasibility of Eliminating Night Final Examinations. An Instructional Improvement Project.**

California Univ., Berkeley. Office of Admissions and Records.

Pub Date-Sep 78

Note-25p.

Available from-University of California at Berkeley, Office of Admissions and Records, Berkeley, CA

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-College Students, Comparative Analysis, *Evening Classes, Feasibility Studies, Higher Education, Institutional Research, Questionnaires, Research Projects, Safety, *Scheduling, *School Surveys, Statistical Analysis, *Student Reaction, *Tests, Time

Identifiers-*University of California Berkeley

Colleges and universities were surveyed to determine their methods of scheduling final exams, and undergraduate students at the University of California at Berkeley were surveyed regarding finals scheduling. Inquiries were sent to 31 schools chosen on the basis of their similarities to the Berkeley campus in size, urban location, and/or use of the quarter system. Most other schools use a similar system, in which a special period is set aside for the final, and each exam group is tied to the regular class hour. Schools on the semester system seem to have the least difficulty with their finals schedules. Approximately 1,000 students of the study sample returned the questionnaire for a response rate of 65 percent. The analysis of the student survey consists of two parts, a statistical analysis by sex of responses to the six closed-ended questionnaire items, and a summary of responses to the open-ended question regarding suggestions for finals scheduling. About 55 percent of the students responded to the open-ended question, and a majority of the responses elaborated on the theme that eliminating night finals is not worth the price of reducing the present one and one half hour intervals between finals. There was a consensus among the women, and among a sizable proportion of the men, that it is risky (especially for women) to be on campus after dark. Appendices provide statistical tables on the responses to questionnaire items. (SW)

ED 162 583 HE 010 681

*Smith, James P. Welch, Finis R.*

**Local Labor Markets and Cyclic Components in Demand for College Trained Manpower.**

Rand Corp., Santa Monica, Calif.

Report No.-P-5932

Pub Date-Feb 78

Note-40p.

Available from-The Rand Corporation, Santa Monica, California 90406 ($3.00)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Business Cycles, *College Graduates, *Demand Occupations, Economic Factors, Followup Studies, Higher Education, High School Graduates, *Income, *Labor Market, *Manpower Needs, Salaries, Statistical Analysis, Surveys, Wages

Weekly earnings of college and high school graduates were examined and partitioned on the basis of estimated years of work experience. Current Population Surveys (CPS) for each year from 1968 to 1975 were examined. The CPS data are useful to test for the importance of local labor markets because individuals can be assigned to markets by calendar year and area of residence. Contrary to the established conviction, wage rates were found to be sensitive to business cycles. This sensitivity appears, holding industry constant, to be skill neutral so that business cycle movements apparently explain little of the recent time series behavior of relative wages of college graduates. Some important movements in wage rates among areas were also identified. These wage differentials seem more sensitive to employment deviations and trends than was initially expected. (Author/SW)

*Thornberry, Mary*
**Unexpected Benefits, Expected Defeats: Affirmative Action for Women.**
Pub Date- Nov 78
Note-48p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Affirmative Action, *College Faculty, Community Colleges, Comparative Analysis, Department Directors (School), *Employment Practices, Equal Opportunities (Jobs), *Females, Higher Education, Interviews, Minority Groups, Personnel Selection, Questionnaires, Racial Discrimination, Sex Discrimination, State Universities, *Teacher Selection, *Women Professors
Identifiers-Department Chairpersons

A study was conducted to determine the effect of affirmative action on faculty hiring practices. Difficulties in looking for relevant data are outlined, and stories of some hiring decisions are explored in depth to provide concrete illustrations of the pitfalls. Data gathered from department heads on their perceptions of affirmative action in their departments are summarized, and the unexpected benefits of pressures for affirmative action are explored. Questionnaires were sent to department heads at two large state universities to determine what was happening at the department level. Ninety questionnaires were returned for a response rate of 62 percent. The data focus on hiring decisions: specifically the numbers of women and minorities chosen, reasons for the selections, the degree of understanding of the concept of affirmative action, and possibilities for reverse discrimination. Interviews were also conducted with faculty, staff, and administrators at these state universities, and comparison interviews with similar personnel were held at several community colleges. A sample questionnaire is appended. (SW)

ED 162 585 HE 010 685

**The System of Higher Education in Iran.**

Institute for Research and Planning in Science and Education, Teheran (Iran).

Pub Date-Jul 72
Note-51p.; Not available in hard copy due to marginal legibility of original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*College Administration, College Admission, College Faculty, College Students, Comparative Education, Educational History, *Educational Trends, Enrollment Trends, *Foreign Countries, *Higher Education, *Institutional Characteristics
Identifiers-*Iran

The higher education system of Iran presently includes eight universities, six independent state colleges, 74 institutions affiliated with various ministries,and 25 private institutions. The higher education system is described in terms of its evolution, types of institutions, internal structure of universities and other higher education institutions, legislation and administration, teaching personnel, admission and graduation requirements, educational structure of universities, student welfare, increase in the student population during the last decade, and admission of foreign students. Appendices include statistical tables and diagrams concerning the growth and distribution of students, a list of higher education institutions and fields of study, and a diagram of the stucture of higher education. (SW)

ED 162 586 HE 010 686

*Cahill, Virginia M.*

**Age as a Selection Characteristic for Law School Admission.**

Pub Date-31 Mar 78

Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, Mary 27-31, 1978); The study was supported by a fellowship from the Educational Testing Service; Data were provided by the Law School Admission Council

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Admission Criteria, *Age, Competitive Selection, Decision Making, Ethnic Groups, Grade Point Average, Graduate Study, Higher Education, *Law Schools, Models, Professional Education, Statistical Data, *Student Application, Student Characteristics

Identifiers-*Age Discrimination, *Law Students

A study was conducted to examine whether age is one characteristic used by law schools in selecting applicants. Data were obtained on 76,061 registrants for the 1975-76 law school application year. Constraints of the analyses reduced the sample to 43,180. An explanatory model of decision-making in the law school admissions process was formulated in an attempt to understand the process and the direct effects of an applicant's ethnic identity, family income, average Law School Admission Test (LSAT) score, age, undergraduate grade point average (GPA), and sex on admission. The linear relationships among the variables were decomposed and analyzed through a series of successive regression analyses. Age, sex, and family income had virtually no effect on law school admission while ethnic identity, the average LSAT score, and undergraduate GPA had substantial direct effects. (Author/SW)

ED 162 587 HE 010 695

*Slawski, Carl*

**Matching of Learning and Teaching Styles: A Typology of Social Distance in Four Cultures.**

Note-31p.; Paper presented at the meetings of the Pacific Sociological Association (Portland, Oregon, April 13, 1972)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-College Faculty, College Students, Educational Anthropology, Higher Education, Interaction Process Analysis, *Interpersonal Relationship, *Learning Characteristics, Learning Experience, *Socialization, Social Relations, *Student Teacher Relationship, *Teaching Styles, *Typology

A typology of faculty-student relations is presented that focuses on the socialization process taking place within the cultures of college and university departments. By looking at relationships rather than separate roles, an attempt is made to explain the problem of social distance between and among specialists and ways of adaptation and creative accommodation. Within a fourfold matrix, five types of teaching styles are described as potentially meshing with particular learning styles. The five types are: (1) the (democratic) colleague-colleague, and (2) the (hierarchical) prince-disciple (both styles indicating high emphasis of both teacher and student on both task and socio-emotional factors); (3) bureacratic-stranger (low on both task and socio-emotional); (4) merchant-client (high on task, low on socio-emotional); and (5) personalist-needy type (low on task, high on socio-emotional factors in the relationship). Illustrations are taken from ethnographic and journalistic observations made by student evaluators of the classroom. The typology and matching of teacher and learner styles has implications for policy making and may be applicable to learning relationships in all contexts, both in and out of the college setting. A review of the literature on other typologies of teacher and students is included. (SW)

ED 162 588 HE 010 696

**Age Group and Sex of Students, Fall 1977. Report No 8-78.**
State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.
Pub Date-Oct 78
Note-154p.
Available from-State University of New York, Office of Institutional Research and Analytic Studies, Albany, New York
**EDRS Price MF-$0.83 HC-$8.69 Plus Postage.**
Descriptors-*Age, *College Students, Educational Trends, *Enrollment, Graduate Students, Higher Education, Institutional Research, Part Time Students, Research Projects, *Sex (Characteristics), *State Universities, Statistical Data, *Student Characteristics, Trend Analysis, Undergraduate Students
Identifiers-Full Time Students, New York, *State University of New York

Comprehensive data on students attending the State University of New York are presented. The major tables in the report array four fundamental student characteristics: age group, sex level (undergraduate/graduate), and workload (part-time/full-time). Summary data are presented for the entire system and for each institutional type within the system. Tables provide headcount data and percent distribution arrays of the headcount data. Summarized historical trend data are presented on all students from Fall 1974 through Fall 1977, and additional trend data are presented on first-time, full-time students from Fall 1975 through Fall 1977. Tables pertaining to the age group of first-time, full-time students at each State University institution during the Fall of 1977 are provided. Other materials include a map locating the institutions and a chronology of the establishment of the institutions. (SW)

ED 162 589 HE 010 700

*Katz, Adolph I. Scarlatta, Leslie*

**Status Report on Women on New Jersey College and University Faculties (1976-77). Research Note 78-1.**

New Jersey State Dept. of Higher Education, Trenton.

Pub Date-Jan 78

Note-19p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Affirmative Action, *College Faculty, Community Colleges, Comparative Analysis, Employment Practices, *Females, Higher Education, Private Colleges, *Salary Differentials, State Colleges, *State Surveys, State Universities, Status, *Teacher Salaries, Trend Analysis, *Women Professors

Identifiers-*New Jersey, New York, Pennsylvania

Results of a study by the National Center for Education Statistics (NCES) indicate that both the proportion of women on the faculties (at the ranks of professor and assistant professor) in New Jersey universities and four-year colleges, as well as the salaries of women faculty members compared to those of men, were generally greater than the national average for the academic year 1976-77. Data are presented on the proportion of women on college and university faculties in New Jersey and in the United States as a whole and on the percent difference between the average salary of women and men faculty members. Comparative data for New Jersey, New York, and Pennsylvania and for four-year and two-year colleges are provided. Tables compare the status of women on New Jersey college and university faculties with women in 14 comparable states. Comparative data are also presented on the status of women in New Jersey public and independent colleges and universities, in the United States as a whole, and in 14 comparable states. The NCES classification system showing the control and level of New Jersey institutions is included. (SW)

**Higher Education in the States. Volume 7, Number 2.**
Education Commission of the States, Denver, Colo.
Pub Date-78
Note-96p.
Available from-Postsecondary Education Department, Education Commission of the States, Suite 300, 1860 Lincoln St., Denver, CO 80295
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-*Annual Reports, College Programs, Educational Finance, Educational Legislation, Enrollment Trends, *Higher Education, *Postsecondary Education, *State Action, State Aid, State Surveys, *Statewide Planning, Student Financial Aid
Identifiers-Canada

Annual reports from 47 states, the District of Columbia, and two Canadian provinces focus on problems, activities, and achievements, and other areas of interest concerning postsecondary education. Reports are not included from Hawaii, South Dakota, and Utah. (SW)

ED 162 591 HE 010 706

*Bander, Edward J.*

**Legal Research and Education Abridgement.**

Pub Date-78

Note-215p.

Available from-Ballinger Publishing Company, 17 Dunster Street, Cambridge, MA 02138 ($12.50)

**Document Not Available from EDRS.**

Descriptors-*Bibliographies, *Court Litigation, Information Needs, Information Seeking, *Information Sources, *Legal Education, Legal Problems, *Research Methodology, Research Needs, *Research Problems, Resources

Identifiers-*Legal Research

A comprehensive legal research and bibliographic guide to all phases of American law is presented in this book, from law for the laymen to jurisprudence, from how to find a case to Supreme Court research. It is intended for a general audience, and to familiarize the reader with the tools of legal research and education by providing in one alphabetical sequence succinct explanation of legal methodology with copious references to additional source material. Legal education, generally not included in legal research books, is covered to assist those considering such an education. (Author/MSE)

ED 162 592 HE 010 710

**Budgeting of Postsecondary Education in the Eighties. Financing Higher Education. Number 28 in a Series.**

Southern Regional Education Board, Atlanta, Ga.

Pub Date-78

Note-9p.

Available from-Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, GA 30313

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Budgeting, *College Planning, *Educational Finance, Enrollment Trends, *Financial Policy, Higher Education, Institutional Role, Regional Planning, *Southern States, State Government, *Statewide Planning, Trend Analysis

Postsecondary education budgeting by Southern states, the status of formula funding in the region, and changes in determining annual funding needs are examined in this report. Trends emerging in many states include: an overall stabilization of enrollments with wide year-to-year fluctuations possible, both contraction and expansion within state systems, rising costs, and increasing government oversight. While postsecondary systems in the Southern Regional Education Board states have generally established long-range plans, a key issue as the 1980's approach is how to tie budgets to these plans. A central issue to be resolved is whether states will emphasize more quantitative means (formulas) or less quantitative means for fitting budgets to plans. Related concerns of the states are: accommodation to differences between fixed and variable costs; inclusion of an increased sensitivity to differences among the roles of the institutions in a state system; and the ability to respond efficiently and effectively to more detailed budget reviews by state government, while maintaining budgetary flexibility. (SW)

*Salisch, Marc S., Ed.*
**Tuition Assistance Programs for Employees of Major Companies and Agencies in Northeastern New York State.**
Council for the Advancement of Lifelong Learning, Latham, New York.
Pub Date-Jul 78
Note-97p.
Available from-Council for the Advancement of Lifelong Learning, P.O. Box 489, Latham, New York 12110 ($1.50 plus $.92 postage)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Adult Students, *Directories, *Employers, Financial Support, Higher Education, *Student Financial Aid, *Training Allowances, *Tuition Grants
Identifiers-New York

Information is presented on 141 public and private employers based on a survey of over 1,000 major employers in 14 counties of Northeastern New York State. This publication is designed to increase awareness and utilization of tuition assistance provided by these employers and can be used by the staff of colleges and other educational institutions who work primarily with adults. Information is presented on federal, state, and local government agencies, nonprofit and human service agencies, and private employers. (SW)

ED 162 594 HE 010 716

*Henderson, Cathy Plummer, Janet C.*

**Adapting to Changes in the Characteristics of College-Age Youth. Policy Analysis Service Reports, Vol. 4, No. 2, December 1978.**

American Council on Education, Washington, D.C. Policy Analysis Service.

Pub Date-Dec 78

Note-43p.

Available from-Policy Analysis Service, American Council on Education, One Dupont Circle, N.W., Washington, D.C. 20036

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Age, *College Attendance, *College Students, Demography, Educational Planning, Employment Patterns, *Enrollment Trends, Higher Education, *Student Characteristics, *Trend Analysis

The number of 18-year-olds and characteristics of the traditional college-age population are examined. This study is a followup and expansion of an earlier study, ``Changes in Enrollment by 1985,'' by Cathy Henderson. The analysis considers changes in characteristics of students, college attendance patterns, the effect of demographic changes on enrollments, employment patterns, and forecasts of the National Center for Education Statistics. The following institutional responses are discussed: using student profiles, developing new student markets and special services, improving recruitment techniques, and planning for optimal use of facilities. Charts, maps, and statistical tables are included. (SW)

ED 162 595 HE 010 718

*Greenaway, Harriet Harding, Alan G.*

**The Growth of Policies for Staff Development. Research into Higher Education Monograph No. 34.**

Society for Research into Higher Education, Ltd., London (England).

Pub Date-78

Note-108p.

Available from-Society for Research into Higher Education, University of Surrey, Guildford, Surrey GU2 5XH, England (Price not available)

**Document Not Available from EDRS.**

Descriptors-*Administrative Policy, *College Faculty, *Faculty Development, Faculty Evaluation, Faculty Promotion, *Foreign Countries, Higher Education, Leave of Absence, Personnel Policy, Policy Formation, Probationary Period, Questionnaires, School Surveys, *Staff Improvement, Teacher Education, Technical Institutes, Universities

Identifiers-*Great Britain, *Professional Development

Faculty and staff development in higher education is examined from the viewpoint of two surveys on the training of university and polytechnic teachers in Great Britain. The study had two purposes: to investigate whatever policies have emerged from recent efforts at staff development, and to enable other policymakers and program planners to benefit from the information gathered. A distinction is made between policy, procedure, and practice; the study focuses on the first and sometimes the second, but is not concerned with actual practices. Among the topics covered in the study are initial teacher training as it relates to ongoing development, policy formation, probation periods and initial training, promotion, evaluation, development, leave, and nonteaching staff. The questionnaire is appended, along with a list of responding institutions and specific examples of staff development policies. (MSE)

ED 162 596 HE 010 721

*Halstead, D. Kent Hickson, Lenel*

**Higher Education Prices and Price Indexes. 1978 Supplement.**

National Inst. of Education (DHEW), Washington, D.C. Educational Policy and Organization Group.

Pub Date-78

Note-52p.; For related document see ED 123 996

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-Capital Outlay (for Fixed Assets), Construction Costs, *Cost Indexes, *Economic Change, *Educational Economics, Equipment, *Expenditures, Fees, Fringe Benefits, *Higher Education, Inflation (Economics), Operating Expenses, Research, Salaries, Statistical Data, Statistical Studies, Student Costs, Tables (Data), Tuition, Unit Costs

Identifiers-*Higher Education Price Index

The 1978 supplement to the basic study, Higher Education Prices and Price Indexes, presents higher education price index data for fiscal years 1971 through 1978. A price index series measures the effects of price change, and price change only, on a fixed group of items. The indexes reported here measure price changes from 1967, the reference date. A brief description is given of the indexes: the Higher Education Price Index; Research and Development Index; Boeckh Construction Index; Capital Equipment Index; Construction and Equipment Index; and student charges data. Price trends are explained for these areas, and data tables contain indexes for each year in each category of item included in the composite index. (MSE)

ED 162 597 HE 010 722

**New Jersey Institute of Technology Master Plan. Phase I. June 1978.**
New Jersey Inst. of Technology, Newark. Office of Planning and Institutional Research.
Pub Date-Jun 78
Note-247p.
**EDRS Price MF-$0.83 HC-$12.71 Plus Postage.**
Descriptors-*College Curriculum, College Faculty, College Planning, College Students, *Educational History, Enrollment Trends, Higher Education, *Institutional Characteristics, *Institutional Research, Interinstitutional Cooperation, *Master Plans, Program Descriptions, Research Projects, School Services, Student Characteristics, *Technical Institutes
Identifiers-*New Jersey Institute of Technology

This document represents the first phase in the development of a master plan for New Jersey Institute of Technology. It depicts the historical background and contemporary operations of the Institute and delineates planning principles and goals for the next decade. The following areas are covered: historical information about curricular and research programs; student characteristics; enrollment trends; cooperation with other institutions; special programs; scope and quality of academic programs; research and graduate programs; research program review process and financial support for research; continuing education; public service activities; faculty concerns; library, media center. and student services; Institute and public relations; facilities and resources; an the planning process of the Institute. Appendices include information on program offerings, demographic and enrollment data, faculty data, supporting services data, and a comparative survey of research expenditures. (SW)

**Application Statistics, 1976.**

Council of Ontario Universities, Toronto. Research Div.
Pub Date-Nov 78
Note-30p.; Prepared in collaboration with Ontario Universities' Application Centre
Available from-Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Annual Reports, *College Admission, *College Majors, College Students, Enrollment, Foreign Countries, Higher Education, *School Registration, *School Surveys, Statistical Data, *Student Application, *Student Characteristics, Trend Analysis
Identifiers-Canada, Full Time Students, *Ontario

Summary statistics for the fall of 1976 on application and registration patterns of applicants wishing to pursue full-time study in first-year places in Ontario universities are presented. This report is the fourth in a series of annual reports that began with admissions in the fall of 1973. Statistics deal only with applicants processed by the Application Centre who were applying for fall entry into full-time study in first year of post-year five programs. Tables provide numbers and percentage increases of applicants and registrants for 1973 through 1976. Data are provided on active applicants and registered applicants by program grouping, educational background, age and sex, areas of geographic origin, and country of citizenship and immigration status. (SW)

**Application Statistics, 1975.**

Council of Ontario Universities, Toronto. Research Div.
Pub Date-Nov 78
Note-31p.; Prepared in collaboration with Ontario Universities' Application Centre
Available from-Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Annual Reports, *College Admission, *College Majors, College Students, Enrollment, Foreign Countries, Higher Education, *School Registration, *School Surveys, Statistical Data, *Student Application, *Student Characteristics, Trend Analysis
Identifiers-Canada, Full Time Students, *Ontario

Summary statistics are presented for the fall of 1975 on application and registration patterns of applicants wishing to pursue full-time study in first-year places in Ontario universities. This is the third in a series of annual reports that began with admissions in the fall of 1973. Statistics deal only with applicants processed by the Application Centre who were applying for fall entry into full-time study in first year of post-year five programs. Tables provide numbers and percentage increases of applicants and registrants for 1973 through 1976. Data are provided on active applicants and registered applicants by program groupings, educational background, age and sex, area of geographic origin, and country of citizenship and immigration status. (SW)

**Application Statistics, 1977.**
Council of Ontario Universities, Toronto. Research Div.
Pub Date-Nov 78
Note-30p.; Prepared in collaboration with Ontario Universities' Application Centre
Available from-Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Canada M5S 2T4
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Annual Reports, *College Admission, *College Majors, College Students, Enrollment, Foreign Countries, Higher Education, *School Registration, *School Surveys, Statistical Data, *Student Application, *Student Characteristics, Trend Analysis
Identifiers-Canada, Full Time Students, *Ontario

Summary statistics are presented for the fall of 1977 on application and registration patterns of applicants wishing to pursue full-time study in first-year places in Ontario universities. This is the fifth in a series of annual reports that began with admissions in the fall of 1973. Statistics deal only with applicants processed by the Application Centre who were applying for fall entry into full-time study in first year of post-year five programs. Tables provide numbers and percentage increases of applicants and registered applicants by program groupings, educational background, age and sex, area of geographic origin, and country of citizenship and immigration status. (SW)

ED 162 601 HE 010 729

*Peterson, Marvin W. And Others*

**Black Students on White Campuses: The Impacts of Increased Black Enrollments.**

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date-78
Note-388p.
Available from-Publications Sales, Institute for Social Research, P. O. Box 1248, Ann Arbor, MI 48106 ($16.00)

**Document Not Available from EDRS.**

Descriptors-Access to Education, *Black Students, *College Integration, Educational Change, Educational Demand, Educational Supply, *Enrollment Influences, Enrollment Trends, Failure Factors, *Higher Education, *Minority Groups, *Program Development, Questionnaires, Research Projects, School Surveys, Student College Relationship, Success Factors

The responsiveness of 13 institutions to increased black enrollments is examined in this book. Focus is on the impacts of minority enrollments on the institutions what kinds of changes took place and who felt the greatest impact because of the changes and the reasons for success or failure of minority programs among the various schools. The problems of incorporating new porgrams into the existing structure are addressed. In recent years, new programs have been established at the periphery of the academic institutions with short-term outside funds. In the face of declining appropriations to higher education, these problems are crucial to the future of any new educational program. It is suggested that improvements in dealing with the changes brought by increased black enrollments can also be useful in institutional handling of the new wave of older, nontraditional students. The book is divided into the following sections: Evolution of a Complex Social Issue: The Basis for the Study; The Determinants and Dynamics of Change; Institutional Impacts and Responses; The 1975 Perspectives: Integration, Segregation, or Pluralism; and Evolution or Revolution: The Process Reviewed. Appended are the research design abstract, interview guide, survey questionnaire, samples and institutional response rates for the survey populations, evaluation methods (factor analysis); and mean scores on indices for faculty and administrators. (LBH)

ED 162 602 HE 010 730

*Mar'i, Sami Khalil*
**Arab Education in Israel.**
Pub Date-30 Jun 78
Note-209p.
Available from-Syracuse University Press, Syracuse, N.Y. 13210 ($15.00)
**Document Not Available from EDRS.**
Descriptors-*Arabs, Comparative Education, Cultural Background, *Culture Conflict, *Educational History, Elementary Secondary Education, Females, *Foreign Countries, Higher Education, *Jews, *Minority Groups, Nationalism, Non Western Civilization, Political Influences, Sociocultural Patterns, Socioeconomic Influences
Identifiers-*Israel, Palestine

Arab education in Israel and sociocultural, socioeconomic and political issues of being a minority in Israel are considered in this book. Arab education in Israel is traced from elementary to university levels, and from its historical background to its present administration. Numerous Arabic, English, and Hebrew studies in education are analyzed, including detailed comparisons of the Arab, Jewish, and West Bank Palestinian educational systems. The work reflects the interdisciplinary nature of education, covering such topics as the tradition, pragmatism, social status of Arab village life and token Arabs in Israeli government; feminization of the teaching profession; job discrimination; physical security of Israeli universities; and television, informal education, and the rise of Arab Palestinian nationalism as it influences education. Eighteen tables, notes, and index are included. (SW)

ED 162 603 HE 010 777

*Lamm, Earl*

**A Note on Policy Implications of Some Institutional-Productivity Models.**

Pub Date-27 Oct 78
Note-10p.; Paper presented to the Southern Association for Institutional Research meeting (Nashville, Tennessee, October 26-27, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Academic Achievement, *Administrative Policy, Class Size, *Educational Accountability, Educational Objectives, *Educational Policy, Educational Technology, Elementary Secondary Education, Higher Education, *Institutional Research, *Models, *Productivity, School Policy, Student Teacher Ratio

This paper defines concepts relating to institutional-productivity-models, lists components of a productivity-policy-model, and discusses several models. An institutional-productivity-policy-model is a manipulative representation of the productivity of an institution or part of an institution. Components of an institutional-productivity-policy-model are: specification of both the numerator and denominator of the productivity ratio being used; a list of possible actions that will affect the institution's productivity; and a law of change, indicating the effect on productivity that can be expected to result from each of the various possible actions. The traditional faculty productivity model and a behavioral student/faculty productivity model (after Kirschling and Staaf) are described. (SW)

ED 162 604 HE 010 779

*Broomall, Lawrence W. And Others*
**Economies of Scale in Higher Education.**
Virginia Polytechnic Inst. and State Univ., Blacksburg. Office of Institutional Research.
Pub Date-27 Oct 78
Note-13p.; Paper presented to the Southern Association for Institutional Research meeting (Nashville, Tennessee, October 26-27, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Educational Economics, *Educational Finance, *Expenditure Per Student, *Higher Education, *Institutional Research, Organization Size (Groups), Research Projects, School Funds, *School Size, State Colleges, State Universities
Identifiers-Virginia

Economics of scale for public colleges and universities in Virginia and 22 major public universities were determined by regression analysis. The institutions were analyzed in terms of the number of full-time equivalent students and costs. Results indicate that economies of scale are not necessarily a function of the type and size of a university. No economies of scale appeared as complexity or size of institution increased. It is suggested that it is not realistic to base faculty and financial allotments on ratios reflecting economies of scale. The literature on organizations and finance in higher education is cited. (SW)

*Nichols, Jim*

**Effectively Supporting Academic Planning Through Institutional Research in the 1980's.**

Marshall Univ., Huntington, W. Va.
Pub Date-27 Oct 78
Note-24p.; Paper presented to the Southern Association for Institutional Research meeting (Nashville, Tennessee, October 26-27, 1978); Appendices may not reproduce
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*College Planning, *Cooperative Planning, Decision Making, Department Directors (School), Educational Development, Higher Education, Institutional Research, Models, *Needs Assessment, *Researchers, Retrenchment
Identifiers-*Academic Planning, *Marshall University WV

The primary role of institutional research during the 1980's will be the support of the academic planning process during a period of contraction and reallocation. Factors that will affect the ability of institutional research to effectively support academic planning are discussed, and criteria are listed for judging the extent to which the required support is provided. The sequence for developing support involves a directive phase in which the institutional researcher holds the initiative, a nondirective phase in which the academic decision-maker holds the initiative, and a shared phase. Marshall University's pilot implementation of the three phases of developing institutional research support for academic planning is described. The sequence of development for support was relatively successful and provides a model that may be generalized to other institutions. Appended are data on faculty, students, and instructional programs. (SW)

*Hadley, Richard D.*
**New York Regents External Degree Program: A National Examining University.**
State Univ. of New York, Albany. Office of the Regents.
Pub Date-5 Nov 77
Note-13p.
Journal Cit-The American Nurse, November 5, 1977
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Associate Degrees, *Bachelors Degrees, College Students, *External Degree Programs, Higher Education, *Nursing, Program Descriptions, *Special Degree Programs, State Universities
Identifiers-*New York Regents External Degree Program, University of the State of New York

The New York Regents external degree programs for the associate and baccalaureate degrees in nursing are described. An interview with the program coordinator and information about the educational requirements and about several students are presented. The coordinator defines the program as a degree awarded by one institution for learning that was acquired elsewhere and subsequently validated through a total assessment program. The New York Regents program is the only total assessment program for nurses, with a major in nursing, developed and controlled by nursing faculty. The interview discusses the program's philosophy, cost, and accreditation, and compares it to traditional programs. The general education requirements and nursing components of the baccalaureate program are described, and a profile of candidates for the Bachelor of Science in Nursing degree for June 1977 is presented. The associate degree program attracts mostly licensed practical nurses who seek to become licensed as registered nurses. (SW)

ED 162 607 IR 005 794

*Faulds, M.*

**Payment to Creators for Library Loans (Public Lending Right).**

Council of Europe, Strasbourg (France).
Pub Date-77
Note-34p.; Text in English and French
Language-English; French
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Authors, *Copyrights, *Income, International Law, International Organizations, Legislation, *Libraries, Library Services, Models, *Reprography
Identifiers-Public Lending Right

These recommendations and report on Public Lending Right (PLR) drafted by the Parliamentary Assembly of the Council of Europe were designed to encourage the recognition of the principle of PLR and the setting up of compatible PLR schemes throughout Europe. It discusses why an agreement for PLR is necessary, and describes several methods of calculating creators' earnings, some of which are currently in use in the Netherlands, Britain, Sweden, and Germany. Other factors to be considered in planning for PLR include the source of funds, categories of libraries to be included, payment plans, and payments to translators, publishers, and authors of various nationalities. The main principles of a model library payments scheme are outlined. (Author/JAB)

ED 162 608 IR 006 027

*Perritt, Lea J., Ed. Mertens Donna M., Ed.*

**Summative Evaluation of Workshops. Summer, 1977.**

Appalachian Regional Commission, Washington, D.C.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 77

Note-105p.; For related documents, see ED 125 594-595, ED 146 908, ED 148 312, and IR 006 650

**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**

Descriptors-*Communication Satellites, Information Dissemination, *Instructional Design, Instructional Innovation, *Participant Characteristics, Program Evaluation, Seminars, *Summative Evaluation, Videotape Recordings, *Workshops

Identifiers-*Appalachian Education Satellite Project

A series of nine workshops delivered via satellite under the Appalachian Education Satellite Project (AESP) during the summer of 1977 was evaluated in terms of participant characteristics and workshop effectiveness. Workshop topics included special education, child abuse, diagnostic and prescriptive reading instruction, cardiovascular physical assessment, and home energy conservation. Similar formats for all of the workshops included delivery of videotaped materials, interactive seminars, distribution of printed materials, and completion of evaluation instruments. Results indicated that workshops presented via satellite are generally an effective way to deliver needed series on topics of interest. (CMV)

ED 162 609 IR 006 056

*Harmon, Cheryl*

**Proposal for the Design and Development of a Teacher Resource Center for the Norristown Area School District.**

Pub Date-Feb 77

Note-17p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Audiovisual Centers, Design, Development, Elementary School Teachers, Guidelines, *Instructional Materials Centers, *Resource Centers, Secondary School Teachers

The Teacher Resource Center outlined in this proposal would be a center where research could be done for teachers in all subject areas, reducing the time faculty must spend during preparation periods and after-school hours in researching information and materials for class use. Other objectives include (1) the provision of correlated materials for teachers in various subject areas; (2) assisting in both the development of curriculum objectives and supporting the curriculum through the use of multimedia materials; (3) the provision of in-service credit or summer employment for teachers assisting in the development of the center; and (4) fostering the sharing of resource materials throughout the district. The center would be available for use by faculty, other professional staff members, and administration both during school and after-school hours. The center's initial responsibility would be to supply cross-referenced listings of selected subject-headings, with curriculum guides and audiovisual materials coordinated with these initial lists to be supplied later. This proposal includes guidelines for planning, management, and evaluation, as well as some reference and sample forms. (BBM)

*Wilke, Jennifer L. And Others*
**Educational Telecommunications Alternatives for Alaska. Product 1.**
Governor's Office of Telecommunications, Juneau, Alaska.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Technological Applications Div.
Pub Date-30 Jan 76
Contract-400-76-4005
Note-32p.; For related document, see IR 006 133
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Communication Satellites, Computer Assisted Instruction, Data Processing, Educational Alternatives, *Information Systems, *Instructional Improvement, Interaction, Intercommunication, Media Selection, Rural Education, *Telecommunication, Video Equipment
Identifiers-*Alaska

This study explores a wide variety of technical alternatives, from equipment needs and on-the-ground system design, to equipment operation and suggested applications for department activities, both now and in the future. Some suggested alternatives include (1) communication satellites, (2) one way audio transmission, (3) one and two way hard copy transfer, (4) two way audio delivery network, (5) data transfer, and (6) video. Each alternative is discussed and diagrammed to serve as a primer for the Alaskan educator unfamiliar with the technology of telecommunications. Appendices present a summary of systems requirements, a summary of implementation possibilities, a simplified glossary of common telecommunication terms, and a summary of system requirements in the areas of required satellite capacity, program source, equipment, operator training, support staff, systems stability, equipment placement, and flexibility of use. A bibliography is included. (JEG)

**Educational Telecommunications for Alaska.**

Alaska State Dept. of Education, Juneau. Office of Planning and Research.
Pub Date-Jan 77
Note-176p.; Appendices B 3-C 4 omitted because of marginal legibility of the original; For related document, see IR 006 132
**EDRS Price MF-$0.83 HC-$10.03 Plus Postage.**
Descriptors-Communication Satellites, Computer Assisted Instruction, Data Processing, Educational Alternatives, *Educational Programs, Information Systems, *Instructional Improvement, Interaction, Intercommunication, *Rural Education, *Telecommunication, Validated Programs, Video Equipment
Identifiers-*Alaska

This telecommunications program planned and initiated by the Alaska Department of Education is designed to (1) provide basic communication capability to the state's 52 school district headquarters, (2) examine and report the results of making research and instructional information collections which exist outside Alaska available to educational

practitioners in the state, (3) implement and evaluate the use of a semi-automated system of student diagnosis and academic recordkeeping, and (4) design and use practical rural secondary school curriculum and instruction, utilizing modern telecommunications to mediate instruction in small, isolated schools in rural Alaska. The project makes use of a phased design, field test, evaluation, as an implementation protocol for staging the four major thrusts of its programs. Recognized and appropriate methods of client participation are employed in the design of program strategies and their implementation and evaluation, as well as their adoption. (Author/JEG)

ED 162 612 IR 006 202

*Fielding, J. E. And Others*

**State Criminal Justice Telecommunications (STACOM). Final Report. Volume I: Executive Summary.**

Jet Propulsion Lab., Pasadena, Calif.

Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date-31 Oct 77

Note-55p.; For related documents, see IR 006 387, 610, and 674

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00666-3)

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-*Computer Oriented Programs, *Criminal Law, Data Analysis, Data Collection, Information Needs, *Information Networks, Management Information Systems, *Research Methodology, *State Programs, Summative Evaluation, *Telecommunication, Topology

Identifiers-Ohio, Texas

The State Criminal Justice Telecommunications (STACOM) project has developed techniques for the identification and analysis of user requirements and designs for networks for the dissemination of criminal justice information on a state-wide basis. Techniques developed for user requirements analysis include methods for determining data required, data collection, data organization, and forecasting the volume of network traffic. Network design techniques center around a computerized program that enables the user to generate least cost network topologies that satisfy network requirements for traffic, response time, and other specified functions. Results of the application of these techniques in Texas and Ohio are reported. (Author/CMV)

ED 162 613 IR 006 221

*Vallee, Jacques And Others*
**Group Communication Through Computers. Volume 3: Pragmatics and Dynamics. Final Report.**
Institute for the Future, Menlo Park, Calif.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Oct 75
Grant-GJ-35 326X
Note-185p.; For related documents, see ED 110 012-013 and IR 006 221-223
**EDRS Price MF-$0.83 HC-$10.03 Plus Postage.**
Descriptors-*Computers, *Conferences, *Networks, *Research Projects, *Telecommunication
Identifiers-*Computer Conferences

An analysis of the patterns of use that were observed in 28 computer-based conferences involving scientists and engineers is presented. In the initial chapter, computer conferencing is discussed as a medium of communication and a description of the analytical approach is provided, as well as an overview of the 28 FORUM conferences observed. In chapter 2, a series of conferencing case histories illustrate five styles of computer conferencing: (1) the notepad, (2) the seminar, (3) the assembly, (4) the encounter, and (5) the questionnaire. Chapter 3 describes the dynamics of the medium, focusing on such basic elements in group communications as individual and group characteristics, medium characteristics, and tasks to be performed; the dynamics of learning to use the medium are described in detail. The use of computer conferencing in the future is explored through five scenarios in the final chapter. Paralleling the five styles of computer conferencing, these scenarios outline likely uses of the medium in five to ten years, including its potential impact on scientific disciplines, on government, and on some aspects of business. The appendix presents current conclusions about computer conferencing, along with statistical support data. It encompasses theoretical considerations, observations of participant behavior in the FORUM conferences, and user reactions gathered through questionnaires and interviews. (Author/RAO)

ED 162 614 IR 006 222

*Vallee, Jacques And Others*

**Group Communication Through Computers. Volume 4: Social, Managerial, and Economic Issues.**

Institute for the Future, Menlo Park, Calif.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Jan 78

**Grant-MCS75-05297 A01; EDRS Price MF-$0.83 HC-$10.03 Plus Postage.**

Descriptors-*Computers, *Conferences, Intermode Differences, *Networks, Publications, *Research Projects, *Telecommunication

Identifiers-*Computer Conferences

This study is the first assessment of the long term effects of computer conferencing. The use of PLANET and FORUM are described, and major users and conference characteristics are presented through excerpts from conference transcripts. Part I of the report focuses on the ways in which organizations used computer conferencing. Conference size and duration for each major user are characterized as to organizational style derived from transcript excerpts. In Part II, patterns of growth of the user population, message sending, the use of commands, and the use of time are examined, and message sending'' in

synchronous and asynchronous computer conferences are compared with those in audio conferences and face-to-face meetings. Questionnaire responses from the user population are summarized in Part III. Conclusions are presented and discussed in terms of eight issue areas: (1) the relationship between cost and usage patterns, (2) size of the user base, (3) conference logistics, (4) leadership patterns and skills, (5) user working patterns and skills, (6) organizational adaptation, (7) management support, and (8) computer conferencing as a form of group communication. Appendices include usage and cost data, a summary of questionnaire responses, and a listing of Institute for the Future publications relating to computer conferencing. (RAO)

ED 162 615 IR 006 223

*Johansen, Robert And Others*

**Group Communication Through Computers. Volume 5: Effects on Working Patterns. Final Report.**

Institute for the Future, Menlo Park, Calif.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Feb 78

Grant-APR 76-00512

Note-195p.; For related documents, see ED 110 012-013 and IR 006 221-223

**EDRS Price MF-$0.83 HC-$10.03 Plus Postage.**

Descriptors-*Computers, *Conferences, Energy, *Networks, *Productivity, Research Projects, *Telecommunication

Identifiers-*Computer Conferences

This project funded by a grant from the Research Applied to National Needs Division of the National Science Foundation explored the measurable or potential effects of computer conference usage on the productivity of energy research groups. The timeliness of their work and the high level of their communication needs made this an appropriate group for the study, and the usage of computer conferencing by 14 selected groups ranging in size from six to 32 members was tracked for a period of about 15 months. This report includes (1) a summary of the relevant literature on research productivity, an approach to measuring research productivity by tracking changes in working patterns, and an explanation of the general research design; (2) identification of three major styles of usage adopted by the groups the exchange, the community, and the seminar; (3) delineation of working patterns; (4) documentation of factors affecting the success or failure of a computer conference and guidelines to assist future conference organizers; and (5) a discussion of both the regulatory and organizational policy issues which are suggested by the results of the project. Appendices contain instrumental tools used and documentation supporting the findings. (Author/RAO)

ED 162 616 IR 006 227

**Mass Communication Researchers in Scandinavia.**
Nordic Documentation Center for Mass Communication Research, Aarhus (Denmark).
Report No.-A:1/1978
Pub Date-Jan 78
Note-52p.; For related documents, see IR 006 226-228 and ED 139 417-418 ; Not available in hard copy due to print quality
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Directories, Experimenter Characteristics, *Mass Media, Media Research, *Researchers
Identifiers-Denmark, Finland, Norway, *Scandinavia

Information in this directory of mass communication researchers in Denmark, Norway, and Finland is taken from questions which were distributed in the fall of 1977 and completed by the researchers themselves. Graduate students who are either working on research grants or have published academic papers on research in the field are included. Separate listings for each country provide the name, title, academic degree, main field of interest, types of media, home and working addresses, and a note on the main field of study for each entry. The section for Sweden appears as an appendix to this volume. (JEG)

ED 162 617 IR 006 228

**Scandinavian Mass Communication Research: Publications in English, French and German.**

Nordic Documentation Center for Mass Communication Research, Aarhus (Denmark).

Report No.-A:2/1978

Pub Date-Jan 78

Note-55p.; For related documents, see IR 006 227-229 and ED 139 417-418 ; Not availalbe in hard copy due to print quality

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Annotated Bibliographies, *Bibliographies, English, Foreign Language Periodicals, French, German, *Mass Media, *Media Research

Identifiers-Denmark, Finland, Norway, *Scandinavia

This update to the bibliographies from Nordicom edited in 1975 and 1976 lists publications on mass communications research from Denmark, Finland, and Norway, that have appeared in one or more of the three languages English, French, or German. Materials are listed for each country separately, arranged by author (or title if there is no author), and provide complete bibliographic citation. The listings for Norway also include a brief abstract for each entry. A compilation of Swedish research publications appears as an appendix to this volume. (JEG)

ED 162 618 IR 006 229

*Carlsson, Ulla, Ed.*

**Mass Communication Researchers in Sweden. Swedish Mass Communication Research: Publications in English, French and German.**

Nordic Documentation Center for Mass Communication Research, Aarhus (Denmark).

Report No.-A:1/1978 Appendix; A:2/1978 Appendix

Pub Date-78

Note-60p.; For related documents, see IR 006 227-229 and ED 139 417-418; Not available in hard copy due to print quality

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Bibliographies, *Directories, Experimenter Characteristics, Foreign Language Periodicals, *Mass Media, *Media Research, *Researchers

Identifiers-*Sweden

This listing of researchers and publications in mass communications research in Sweden is integrated into a single list arranged by the name of the researchers and noting their publications (if any) in the appropriate languages. In addition to publications, information provided for each researcher includes title and academic degree, project, subject, research media, and research object. This material is published as an appendix since it could not be completed in time to meet the deadline for the directory of researchers and bibliography of publications from the other Scandinavian countries (see related documents). (JEG)

ED 162 619 IR 006 256

*Kearsley, Greg P.*
**Facing the Grim Realities in CBI: Copyright and Documentation.**
Pub Date-Mar 78
Note-11p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see IR 006 231
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Computer Assisted Instruction, *Copyrights, *Documentation, Information Dissemination, Instructional Design, Instructional Materials
Identifiers-*Computer Software

This paper focuses on two major issues in the third stage of the implementation and dissemination process for computer based instruction (CBI) copyright and documentation. The purpose, special problems, and different approaches or methods of copywriting and documenting CBI materials are discussed. Tables outline the types of information required for the documentation of Level I, which catalogues or identifies courseware, and Level II, which provides the types of information required by individuals who actually work with the courseware. The importance of accepting copyright and documentation as integral components of CBI activity is emphasized. (VT)

ED 162 620 IR 006 257

*Kurz, Gunther And Others*

**Comparing Traditional and Modern Ways of Teaching Engineering Students Mathematics and Physics.**

Pub Date-Mar 78

Note-6p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see IR 006 231

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Computer Assisted Instruction, *Evaluation, *Instructional Design, Instructional Systems, Intermode Differences, *Mathematics Instruction, *Physics Instruction, *Undergraduate Study

Computer Assisted Training (CAT) is a research project at the Fachhochschule fur Technik in Esslingen, West Germany; the aims of this project are to develop and evaluate new means and methods of instruction giving the student a more active part. Special emphasis is given to the computer as an instructional aid, mainly for drill and practice. This project is described under the following headings: CAT's integrated media model, computing facilities and CAT programs, evaluation of teaching methods, and summary of results and conclusions. (VT)

ED 162 621 IR 006 263

*Malone, Thomas W. And Others*

**Toward Optimal Management of CAI: Allocating Instructional Time and Motivating Students.**

Pub Date-Mar 78

Note-14p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); Some pages may not reproduce clearly due to quality of original type; For related document, see IR 006 231

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Computer Assisted Instruction, *Elementary Schools, Instructional Design, *Motivation Techniques, Operations Research, Resource Allocations, Simulation, Student Improvement

Identifiers-*Computer Simulation, *Time Allocation

Ideas of optimizing specific objectives were applied to the problem of allocating computer assisted instruction (CAI) time among students in an elementary school. Then, using computer simulation methodology, it was found that simply increasing the total amount of CAI time used could probably improve overall student progress more than any practical allocation strategy. In order to do this, a contest was devised to motivate the students to miss fewer lessons and voluntarily take extra lessons. The CAI program's automatic adjustment of difficulty level allows for a unique kind of academic contest where students of different ability levels have an equal chance of success. The use of the contests appeared to be successful in meeting objectives for system use as well as in generating a great deal of enthusiasm on the part of students. Explicit consideration of overall objectives, use of computer simulation methodology in time allocation, and the use of motivational games in CAI are all potentially applicable in a wide range of CAI settings. (VT)

ED 162 622 IR 006 266

*Nelson, Charles D.*

**Medical Student Authoring of Medical Lessons on PLATO.**

Pub Date-Mar 78

Note-11p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see IR 006 231

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Computer Assisted Instruction, Instructional Design, *Medical Education, *Medical Students, Programing, *Student Developed Materials

Identifiers-*University of Illinois Medical Center

Computers are intrinsically fascinating to students once they learn what materials are available and become familiar with working on the terminals. The Plato Health Science Network contains an extensive catalog of lessons of interest to medical students and is available to anyone on request; this has resulted in several hundred hours per week of lesson usage. A by-product of this high usage is that students become interested in creating lessons by authoring scripts and programming the computer. Historically this student interest has been discouraged as irrelevant to the process of becoming a physician. However, because of student persistence, such participation has come to be accepted and even encouraged by the staff of the Medical Plato Project. Student participation in authoring has resulted in a substantial number of quality additions to the clinical offerings of PLATO. Specific examples of student work are described, including projects in progress or planned. In addition, contributions of student authors toward faculty involvement in CAI are noted. (Author/VT)

ED 162 623 IR 006 267

*Wright, Robert B., Jr.*

**An Information System for Career Counseling and Guidance in the Health Fields: Some Considerations for Planning.**

Pub Date-Mar 78
Note-12p.; Paper presented at the Annual Meeting of the Association for the Development of Computer Based Instructional Systems (Dallas, Texas, March 1-4, 1978); For related document, see IR 006 231
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Bibliographies, *Career Planning, *Computer Oriented Programs, *Guidance, *Health Occupations, Information Dissemination, *Information Systems, Systems Development, *Vocational Counseling

Career information needs to be systematized for individual understanding and use, structured at a rate and depth harmonious with the individual's development, and presented or displayed in a manner facilitating selection of pertinent information. This report presents some of the more salient characteristics of an information system which would facilitate appropriate decision-making by supporting, or intervening with, a valid career counseling process. It is suggested that the five principal components of the content of the total system should be: (1) possible career directions (plus typical qualifications and training, physical requirements, temperament), (2) training facilities available (plus entry requirements and average costs), (3) funds or other assistance for study, (4) manpower predictions shaped in terms of average preparation time-frame, and (5) comprehensive counseling. (Author/VT)

ED 162 624 IR 006 341

*Scholtz, Sandra*
**Data Structure and Computerized Museum Catalogs. Museum Data Bank Research Report No. 2.**
Margaret Woodbury Strong Museum, Rochester, N.Y. Museum Data Bank Committee.
Pub Date-Nov 74
Note-10p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Cataloging, Comparative Analysis, *Electronic Data Processing, Methods, *Museums, *Structural Analysis, Structural Linguistics

The nature of the structure in museum information is explored, and some alternative techniques for maintaining this structure in computerized records are compared. One approach uses structural linguistic concepts to describe relationships in the information from which museum catalog data are extracted and expands these data to an appropriate host language statement. This expanded expression, the full terminal string, can be paraphrased but it cannot be further expanded to change its meaning. The full terminal string from which a catalog record is extracted is hierarchical with various positions called nodes. Relationships between terms in a full terminal string may be relationships of co-occurence simple dependence, mutual dependence, or mutual exclusion; conjoining; or embedding. These relationships must be retained when extracting catalog data in order to accurately represent the original data meanings. Two approaches for handling these structural relationships when extracting data are compared; one keeps context and structure separate from the extracted catalog data in data category definitions, while the other takes advantage of implied context data, such as general record subjects, and extracts other contexts as part of the data. (Author/MBR)

ED 162 625 IR 006 375

*Moss, Mitchell L., Ed.*

**Two-Way Cable Television: An Evaluation of Community Uses in Reading, Pennsylvania. Final Report. Volume 1.**

New York Univ., N.Y.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Apr 78
Grant-APR75-14311-A02
Note-535p.; For related document, see IR 006 376
**EDRS Price MF-$1.00 HC-$28.79 Plus Postage.**
Descriptors-*Cable Television, Citizen Participation, *Community Information Services, Community Services, Cost Effectiveness, *Interaction, Local Government, Policy Formation, *Program Evaluation, Public Officials, *Senior Citizens
Identifiers-*Videoconferencing

The findings of an experiment designed to test and evaluate the impact of two-way cable television (CTV), located in three neighborhood communication centers in Reading, Pennsylvania, on the delivery of public services to senior citizens, indicated that CTV can effectively serve the information needs and preferences of all urban citizens as well as the original target audience. This volume includes a summary of the findings and eight papers on topics related to the project: (1) the implementation process, (2) design and implementation of the interactive CTV system, (3) technical configurations of the system, (4) interactive telecommunications and local community processes, (5) costs of the system and alternatives for replication, (6) a frame analysis of interactive television, (7) citizen participation through two-way CTV, and (8) an economic evaluation of the system's output. (CMV)

*Moss, Mitchell L., Ed.*
**Two-Way Cable Television: An Evaluation of Community Uses in Reading, Pennsylvania. Summary of the Final Report.**
New York Univ., N.Y.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Apr 78
Grant-APR75-14311-A02
Note-38p.; For related document, see IR 006 375
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Cable Television, Citizen Participation, *Community Information Services, Community Services, *Interaction, Local Government, Policy Formation, *Program Evaluation, Public Officials, *Senior Citizens
Identifiers-*Videoconferencing

The project described in this final report was designed to test and evaluate the impact of two-way cable television (CTV) on the delivery of public services to senior citizens in Reading, Pennsylvania. The experimental design, evaluative framework, and costs of establishing the system are presented, as well as the results of a before-and-after interview survey of elderly persons in the community. Effects of this project are described in the areas of knowledge about public services, involvement in political processes, and participation in social and community activities. Findings indicate that public uses of two-way CTV can serve important community purposes at a relatively low cost. The results of this study are intended to be of value to public officials in formulating telecommunications policy, to administrators of service delivery organizations, and to researchers concerned with the use of communication technologies in urban settings. (CMV)

ED 162 627 IR 006 381

*Poggi, Patricia May*

**Audience Influence on the Programming of Sesame Street'' from 1969 through 1975.**

Pub Date-78

Note-335p.; Ed.D. dissertation, Teachers College, Columbia University

**EDRS Price MF-$0.83 HC-$18.07 Plus Postage.**

Descriptors-*Audiences, Books, *Childrens Television, *Educational Television, *Feedback, Periodicals, *Programing (Broadcast), Reports, Television Research

Identifiers-Childrens Television Workshop, *Sesame Street

The quarter annual reports about Sesame Street'' from the Children's Television Workshop (CTW) from 1969 through 1975 were analyzed for evidence that criticism in the periodical literature had influenced the programming and decision making policies of CTW during that time, as well as the audiences involved. Significant evidence that audiences other than children affected changes in programming was not found; the quarter annual reports failed to identify such critical reactions for correlation with programming and policy decisions. Appendices include the citations of the reports and the 187 books and articles analyzed in this study. (CMV)

*Lee, Jun-Ji*

**State Criminal Justice Telecommunications (STACOM). Final Report. Volume IV: Network Design Software User's Guide.**

Jet Propulsion Lab., Pasadena, Calif.

Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date-31 Oct 77

Note-153p.; For related documents, see IR 006 202, 610, and 674

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00676-1)

**EDRS Price MF-$0.83 HC-$8.09 Plus Postage.**

Descriptors-*Computer Oriented Programs, Computers, *Criminal Law, Data Analysis, *Guides, Information Needs, *Information Networks, Management Information Systems, Program Descriptions, Programing Languages, *State Programs, *Telecommunication, Topology

Identifiers-*Computer Software

A user's guide is provided for the network design software developed by the STACOM project. The STACOM program was developed and implemented with FORTRAN V on a UNIVAC 1108 computer using the EXEC-8 operating system, which enables the user to construct least cost network topologies for criminal justice digital telecommunications networks. A detailed description of program features, inputs, processing logic, and outputs is presented, as well as a sample run, program listing, and glossary. (Author/CMV)

ED 162 629 IR 006 392

*Thurmond, Paul Kribs, H. Dewey*

**Computerized Collective Training for Teams. Final Report.**

Sensors, Data, Decisions, Inc., San Diego, Calif.

Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No.-ARI-TR-78-A1

Pub Date-Feb 78

Contract-DANC19-76-C-0042

Note-112p.; For related document, see ED 140 854

**EDRS Price MF-$0.83 HC-$8.01 Plus Postage.**

Descriptors-Computer Assisted Instruction, *Computer Managed Instruction, Curriculum Development, Educational Strategies, Formative Evaluation, Individual Instruction, Instructional Innovation, *Instructional Systems, Models, *Program Evaluation, *Team Training

Identifiers-*Computerized Collective Training for Teams, TACFIRE Computerized System

The purpose of this investigation was to empirically demonstrate and evaluate a brassboard for computerized collective training for teams (COLT2). The underlying tasks were to (1) conduct a state of the art assessment of instructional strategies appropriate for COLT2, (2) derive a conceptual framework for COLT2 instructional strategies, (3) conduct a team job/task and training analysis for COLT2 on the Army computerized artillery fire control system (TACFIRE), and (4) develop TACFIRE team training scenarios for the purpose of instructional strategy assessment. The procedures included design and implementation of a team ISD model, via which sample training materials were developed. The materials were adapted to the team training version of the PLANIT CAI system. The results of the developmental aspects of the project indicate that many of the components of the team ISD approach that were designed for this effort would adequately meet the criteria for a generic team ISD model. Preparation of team learning objectives and evaluation of interactive team skills are deficient areas. PLANIT met the basic team CAI requirements. The results preliminarily indicate that there are differences in regard to what types of behavior are learned between team and individual instruction. (Author/JEG)

ED 162 630 IR 006 456

*Cupp, Christian Marshall*

**Vertical File Organizational Manual for the Library and Learning Resources Center, East Tennessee State University, College of Medicine.**

Pub Date-Dec 76
Note-29p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Autoinstructional Aids, *Classification, Filing, *Information Storage, *Libraries, *Library Technical Processes, Manuals, Medical Libraries
Identifiers-*Vertical Files

A description of the development process, a review of the literature with an annotated bibliography, and the organization manual are included in this report. The manual, which was designed for use as a self-instruction and ready reference guide for library staff, provides a discussion of the rationale for a vertical file, guidelines for work functions and file organization, and a table of equipment and supplies. (JAB)

*Milgrom, Linda*
**On-Line Retrieval of Clinical Slides.**
Pub Date-Jun 78
Note-17p.; Paper presented at the Annual Meeting of the Medical Library Association (Chicago, Illinois, June 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Catalogs, Indexing, *Information Retrieval, Information Storage, *Medicine, *On Line Systems, Records (Forms), Shared Services, *Slides
Identifiers-Physical Diagnosis Slide Bank

The Physical Diagnosis Slide Bank, a collaborative project of the Universities of Washington, California at San Diego, and Arizona, utilizes an online interactive computer program to access a collection of over 2000 teaching clinical slides. Searchable data elements for each slide in the bank include subject descriptors (MeSH); accession number; contributing physician; date of entry; and slide type, e.g., x-ray, histopathological. The most common search approach is by subject with each slide being assigned at least three descriptors, one each for physical finding, anatomical part, and etiology. Many users interact directly with the system, previewing and selecting available slides for use and duplication. If they are not familiar with MeSH, user instruction is available. Sample Slide Bank data entry forms, a patient consent form, and several forms used in coordination with user slide selection are appended. (Author/MBR)

ED 162 632 IR 006 577

**Private Organizations and Associations: Information Resources for Education.**

Consortium of Associations for Educational Dissemination, Arlington, Va.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-76-0026
Note-183p.; For related documents, see IR 006 577-579
**EDRS Price MF-$0.83 HC-$10.03 Plus Postage.**
Descriptors-*Directories, *Educational Resources, Foundation Programs, *Information Dissemination, Networks, *Organizations (Groups), *Private Agencies, Professional Associations, Reference Books
Identifiers-*Educational Information

This directory providing an overview of current educational communication networks and activities was designed to improve educational information access and dissemination. It is a descriptive guide to some of the major private-sector resources in educational dissemination within seven general categories: education associations, professional membership organizations, educational laboratories and centers, advocacy groups, education-related organizations, multimedia organizations, and foundations. Information provided for each entry includes the name and address of the association or organization; its objectives, activities, and programs; membership; major sources of funding; organizational structure; and dissemination activities through publications, together with their frequency and intended audience. Each entry has also been assigned a referral number, arranged sequentially across categories, which is used as the reference code in the List of Organizations, Index, and Quick Reference to Activities. The Quick Reference to Activities provides both a glossary of organizations and a checklist of the specific activities and services they provide. The Index identifies organizations by subject area or special focus and by education level or target audience. (Author/JPF)

ED 162 633 IR 006 578

**Dissemination Networks: Information Resources for Education.**
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-300-77-415
Note-82p.; For related documents, see IR 006 577-579
Available from-Educational Resource Center, 855 Broadway, Boulder, Colorado 80302 ($4.50, prepaid)
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-*Directories, *Educational Resources, Federal Programs, *Information Centers, *Information Dissemination, Information Services, Information Sources, *Networks, Reference Books
Identifiers-*Educational Information

Descriptive information is provided on 22 networks sponsored by the National Institute of Education (NIE) or the United States Office of Education (USOE) for the dissemination of educational information. The directory is arranged alphabetically by network title, followed by its acronym, sponsoring bureau/office, major functions, network members, target audience, description, available publications, support contractors, date established, and central contact person. The appendices include a State Locator Chart showing which network components now function in each state and address lists for key participants in many of the networks. This directory and the two companion volumes listed as related documents provide reference tools for individuals and agencies involved in education dissemination activities. (Author/JPF)

ED 162 634 IR 006 579

*Bina, James V. And Others*

**Databases and Clearinghouses: Information Resources for Education. Information Series No. 130.**

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Contract-NIE-C-78-0111

Note-129p.; Some pages may not reproduce clearly due to marginal legibility of original; For related documents, see IR 006 577-579

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Clearinghouses, *Data Bases, *Directories, *Educational Resources, Information Centers, Information Sources, Information Systems, Reference Books

Identifiers-*Educational Information

Databases and clearinghouses useful in education are described in this two part document. The first section contains one-page summaries of 55 databases of interest to people in education. The types of information provided by the various databases are indicated, including bibliographies, funding information, statistics, government publications and proceedings, and specific subject areas. Information for each database includes acronym, name of database, major area(s), subjects covered, size of database, date established, publications/print journals, update frequency, thesaurus/search aids, types of source documents, forms of retrievable information, document copies available, information contact, and systems/vendors. The topic question How can the reading ability of adults be improved?'' was used in searching 20 of the databases. Samples from this search follow the entries for each appropriate database, and a reading guide is provided. The second section contains one-page summaries of 12 clearinghouses and provides such information as acronym, major functions, services, publications, a brief description, date established, sponsor, types of source documents, forms of retrievable information, principal clients, and an information contact. (Author/JPF)

ED 162 635 IR 006 582

*Davidoff, Martin R.*
**Using Satellites in the Classroom: A Guide for Science Educators.**
Catonsville Community Coll., Md.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-78
Grant-SED 75-17333
Note-234p.
Available from-Ms. Julie Forbush, Smithsonian Air & Space Museum, Washington, D.C. 20560 (Free, while supply lasts)
**EDRS Price MF-$0.83 HC-$12.71 Plus Postage.**
Descriptors-*Communication Satellites, Higher Education, *Radio Technology, Science Activities, *Science Education, Science Experiments, Science Projects, *Telecommunication
Identifiers-Orbiting Satellite Carrying Amateur Radio, Radio Amateur Satellite Corporation

The function, design, and ground station requirements of the AMSAT-OSCAR non-commercial space satellite system are described, and various experiments designed for direct student participation in space communications are provided in this text primarily written for the science educator. Six chapters include: (1) an introduction to general satellite orbit problems and solutions, (2) a number of tracking methods for computing the positions of satellites, (3) onboard systems common to most satellites, (4) a complete description of each of the satellites currently in orbit or planned for the near future, (5) specifics for ground stations, and (6) four complete student satellite experiments, 15 detailed project outlines, and 19 suggestions for topics and activities. Appendices include listings of equipment manufacturers and publishers, as well as a glossary of terms. (Author/RAO)

ED 162 636 IR 006 585

*Tillman, Murray*

**The College Textbook as a Major Learning Tool in Computer-Based Instruction.**

Pub Date-Mar 78

Note-17p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Atlanta, Georgia, March 15-18, 1978); Appendix marginally legible due to print quality

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Computer Assisted Instruction, *Educational Innovation, *Educational Strategies, Flow Charts, Higher Education, *Instructional Systems, Models, Systems Approach, *Textbook Content

Identifiers-*Instructional Development

This paper examines the relationship between a major instructional feature of the college course, the textbook, and computer based instructional technology. The strategy suggests that the textbook, along with the instructor, assumes the major teaching responsibility and that the computer is used in a supportive role involving information summary, testing, and simple tutoring. In order to develop textbooks that can assume this role, a four-step systems approach is outlined: (1) select a model of student accomplishment, (2) identify instructional objectives, (3) develop instructional features of the text, and (4) develop the computer management system. A flow chart of the computer based instructional process is included. A strategy for using the college text as a component of competency based education is also outlined. This system is based on using the text as it is, then building the support materials around it. It has been established that CBE systems can best operate when the textbook is designed to assume the major responsibility for helping students learn, and the computer management system is used in a supportive testing and simple tutorial role. (JEG)

ED 162 637 IR 006 586

*Sturwold, Virginia Ganzon*
**Instructional Technology in the Health Sciences. Final Report.**
National Medical Audiovisual Center of the National Library of Medicine, Atlanta, Ga.
Pub Date-77
Note-62p.
Available from-Education Training & Consultation Branch, NMAC Annex, Station K, Atlanta, Georgia 30324 (Free, while supply lasts)
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-*Curriculum Development, Data Analysis, Educational Assessment, *Educational Innovation, *Educational Technology, Graduate Surveys, *Health Occupations Education, Higher Education, Needs Assessment, *Program Evaluation, Questionnaires

This study was designed to determine the extent to which schools of health sciences offering at least a baccalaureate degree are involved in the application of instructional technology. A four page questionnaire was used to investigate the schools' involvement in curriculum revision, instructional design and development, media production [illegible] utilization, and educational evaluation within the last two years. These data were analyzed to determine the relationships between the extent of the schools' involvement in instructional technology and such variables as institutional settings and faculty involvement in instructional technology. Information from this survey should be of value to schools, funding agencies, and national associations involved in the education of health professionals in planning programs and setting priorities to improve the quality of instruction. (Author/JEG)

**Besen, Stanley M. And Others**

**Copyright Liability for Cable Television: Is Compulsory Licensing the Solution?**

Rand Corp., Santa Monica, Calif.

Spons Agency-John and Mary R. Markle Foundation, New York, N.Y.
Report No.-R-2023-MF
Pub Date-Feb 77
Note-50p.
Available from-The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($3.00 per copy)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Cable Television, *Commercial Television, *Copyrights, Economic Factors, *Federal Legislation, *Federal Regulation, *Programing (Broadcast)

Implications of the 1976 General Revision of the Copyright Act for the retransmission of television programs by cable systems are investigated. Discussion of the history and shortcomings of the compulsory licensing provisions for distant signal importation includes a description of the cable provisions of the bill, along with the judicial, regulatory, and legislative backgrounds of the cable copyright issue; shows why compulsory licensing is an economically inefficient substitute for full liability; and examines the policy choice between adopting compulsory licensing and full liability as a solution to the copyright issue. The probable financial implications of distant signal importations under the General Revision for the cable and television markets are also examined, as well as regulatory responses to mitigate the impact of the General Revision on the supply of programming. (Author/RAO)

ED 162 639 IR 006 588

**Children's Television Workshop: The Electric Company. Final Report on a Television Reading Series.**

Children's Television Workshop, New York, N.Y.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Contract-300-77-0027
Note-83p.
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-*Childrens Television, Educational Innovation, *Educational Television, Formative Evaluation, Outreach Programs, Production Techniques, *Program Development, Programing (Broadcast), Program Planning, Public Relations, *Reading Instruction, *Summative Evaluation, *Television Research
Identifiers-*Electric Company

The early development, prebroadcast research, early production concepts, formative research, summative research, evolution of production, and promotion and outreach activities of ``The Electric Company'' (TEC) are presented. Conclusions discuss (1) the uncertainty of the future of TEC despite its success and positive reception as an educational innovation; (2) some immediate questions regarding promotional activities, funding, valuable products, and teacher utilization; and (3) steps which have been taken to begin to answer these questions. A list of references is included. (CMV)

ED 162 640 IR 006 589

**Children's Television Workshop, Quarterly Progress Report, April 1, 1978 to June 30, 1978.**

Children's Television Workshop, New York, N.Y.

Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Educational Technology.

Pub Date-Jun 78

Contract-300-77-0027

Note-52p.; For related documents, see ED 136 830, 142 238, 149 762 and 149 786; Appendices not included due to marginal legibility of the original

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-*Childrens Television, Community Services, Early Childhood Education, *Educational Television, Information Dissemination, Instructional Materials, Merchandise Information, *Programing (Broadcast), Public Relations, *Television Research

Identifiers-*Electric Company, *Sesame Street

Summaries of research and production activities for Sesame Street'' and The Electric Company'' are provided in this quarterly report, as well as information on the Children's Television Workshop's community education services, public relations, personnel, and merchandise products. A table indicating foreign countries in which these programs were broadcast in English (or in another language for Sesame Street'') and a financial statement are included. (CMV)

*Latcham, C. R.*

**Feasibility Study on the Organization of Educational Technology in Northern Ireland: A Report to the Council for Educational Technology.**

Council for Educational Technology, London (England).
Pub Date-77
Note-88p.
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-Educational Development, *Educational Resources, *Educational Technology, *Instructional Media, *Resource Allocations, *Use Studies
Identifiers-Northern Ireland

This study on educational technology in Northern Ireland focuses on the ways in which the resources, human and material, of the Province could be used more effectively. The report comprises two main sections: Part One: Recommendations for Coordinating and Developing Educational Technology in Northern Ireland; and Part Two: Current and Planned Arrangements for Educational Technology in Northern Ireland, containing the detailed information and expressed needs from which the recommendations in Part One are derived. A detailed examination of the aims and the processes of educational technology within the Northern Ireland educational system gives strong grounds for supporting the view that there is considerable scope for improving the professional support services and for the coordination of activities in three main categories: technical, information, and creative. It is also evident that the problems and the solutions lie at three levels within the education system: at the classroom, local, and regional levels. The study has raised fundamental questions about the relationships between educational technology, curriculum renewal, educational research and development, and in-service training, activities which often follow independent lines of action even when their interests so clearly overlap or have implications for one another. These problems might be resolved if the wider concept of 'educational development' could be embraced, i.e., a merger between curriculum development (the process) and educational technology (the means). (Author/RAO)

*Johnson, Leland L.*

**Expanding the Use of Commercial and Noncommercial Broadcast Programming on Cable Television Systems.**

Rand Corp. Santa Monica, Calif.
Spons Agency-John and Mary R. Markle Foundation, New York, N.Y.
Report No.-R-1677-MF
Pub Date-Jan 75
Note-59p.
Available from-The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 ($5.00 per copy)
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-*Cable Television, *Commercial Television, *Educational Television, Program Costs, *Programing (Broadcast), *Public Television, *Videotape Recordings

Consistent with the objectives of previous research investigating ways of increasing the range of program choice to television viewers, this study explores the possibilities of taping the original cable broadcast of programs from local commercial and noncommercial stations and repeating them on otherwise empty cable channels at times that would better suit the convenience of cable subscribers. Possibilities for program diversity are investigated, including signals from distant broadcasting stations, local origination of programs on cable, cable networks carrying programs produced for cable, and pay television. The concept of ``block repeat'' programming is explained, and its possible application to public television, and public affairs programming on commercial stations, and other programming on commercial stations is explored. Some limitations of this method for other types of commercial programming, e.g., entertainment and sports, are indicated. (RAO)

ED 162 643 IR 006 608

**Computers and the Learning Society. Hearings before the Subcommittee on Domestic and International Scientific Planning, Analysis and Cooperation of the Committee on Science and Technology. Report No. 47.**

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

Pub Date-78

Note-698p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

**EDRS Price MF-$1.33 Plus Postage. HC Not Available from EDRS.**

Descriptors-Academically Gifted, *Computer Assisted Instruction, Computer Oriented Programs, *Computers, *Educational Alternatives, *Educational Development, Educational Innovation, Educational Research, Educational Technology, Exceptional Child Education, *Hearings, Legislation, Special Education, State of the Art Reviews, Technological Advancement

The utilization and impact of computer terminology on various modes of learning in our society was the focus of six hearings which included testimony from experts, supporting papers, reports, and additional commentaries. A successful application of computer assisted instruction for drill and practice in the basic skills was described in the initial hearing. The second discussed three major computer assisted structural systems developed over the past 15 years the Computer Curriculum Corporation's drill and practice materials, the University of Illinois PLATO project, and the Brigham Young University and Mitre Corporation TICCIT project. The third hearing focused on the findings and direction of current research development, and response and comment to the first three hearings was included in the fourth. The role of the computer in aiding education of the handicapped was the topic of the fifth, while the final hearing discussed education of the gifted child and included a statement in behalf of computers in the learning society. An appendix provides responses to a questionnaire by witnesses and experts in the field. (JEG)

ED 162 644 IR 006 610

*Fielding, J. E. And Others*

**State Criminal Justice Telecommunications (STACOM). Final Report. Volume II: Requirements Analysis and Design of Ohio Criminal Justice Telecommunications Network.**

Jet Propulsion Lab., Pasadena, Calif.

Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date-31 Oct 77

Note-333p.; For related documents, see IR 006 202, 387, and 674

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00693-1)

**EDRS Price MF-$0.83 HC-$18.07 Plus Postage.**

Descriptors-*Computer Oriented Programs, *Criminal Law, Data Analysis, Data Collection, Design Needs, Information Needs, *Information Networks, Management Information Systems, Research Methodology, *State Programs, State Surveys, Summative Evaluation, *Telecommunication, Topology

Identifiers-*Ohio

Requirements analysis and design for the Ohio Criminal Justice Telecommunications Network are provided in this report on the application in the state of Ohio of techniques developed by the STACOM Project. These techniques focus on the identification of user requirements and network designs for criminal justice networks on a state-wide basis. Techniques for analyzing user requirements include methods for determining data required, data collection, data organization procedures, and methods for forecasting the volume of network traffic. Network design techniques center around a computerized topology program that enables the user to generate least cost network topologies that satisfy network requirements for traffic, response time, and other specified functions. Appendices include the STACOM project state level questionnaire and user agency survey. (Author/CMV)

ED 162 645 IR 006 614

*May, Donald M. And Others*

**Application of Adaptive Decision Aiding Systems to Computer-Assisted Instruction: Experimental Studies.**

Perceptronics, Woodland Hills, Calif.

Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No.-ARI-TR-78-A4

Pub Date-Feb 78

Grant-DAHC 19-75-C-0013

Note-75p.; Figure 3-1 may be marginally legible due to small type

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-Algorithms, *Computer Assisted Instruction, Computer Programs, *Decision Making, Electronics, Man Machine Systems, Models, Performance Tests, Problem Solving, *Simulation, *Summative Evaluation, *Training

The Computerized Decision Training (CDT) system, which focuses on improving and sharpening higher order cognitive skills in judgmental decision making, incorporates an adaptive computer program which learns the student's value structure, and uses this structure to train the student in practical decision making. The application of decision models in training is described, as well as features of the CDT system as it is applied in electronic trouble-shooting. Evaluations indicate that the adaptive decision model accurately models the student's performance and that the adaptively-selected instructions sometimes improve troubleshooting performance. (Author/CMV)

ED 162 646 IR 006 620

*Wood, Fred B. And Others*

**Videoconferencing Via Satellite: Opening Congress to the People. Technical Report.**

George Washington Univ., Washington, D.C. Program of Policy Studies in Science and Technology.

Spons Agency-National Aeronautics and Space Administration, Cleveland, Ohio. Lewis Research Center.

Pub Date-Feb 78

Grant-NSG-3130

Note-107p.; For related document, see IR 006 621; Edited videotapes of the congressional videoconferences are available from the Program of Policy Studies in Science and Technology, The George Washington University, Washington, D.C. 20052

**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**

Descriptors-*Communication Satellites, Energy Conservation, *Federal Government, Futures (of Society), *Interaction, *Legislators, Political Issues, Technological Advancement, *Telecommunication, Television

Identifiers-*Constituents, *Videoconferencing

The value of satellite videoconferencing in providing a new mechanism for informed dialogue between congressmen and constituents is evaluated through actual demonstrations. The experimental demonstrations described include large and small group congressional-constituent meetings in urban and rural areas, and a congressional subcommittee hearing with witnesses at field locations. Also examined are public policy implications, including options for an operational system and cost-effectiveness of congressional videoconferencing, and its potential role in the National Energy Program during the second year of the project. The foreword includes comments by 14 participating U.S. Senators and Representatives. (CMV)

ED 162 647 IR 006 621

*Wood, Fred B. And Others*

**Videoconferencing Via Satellite: Opening Congress to the People. Summary Report.**

George Washington Univ., Washington, D.C. Program of Policy Studies in Science and Technology.

Spons Agency-National Aeronautics and Space Administration, Cleveland, Ohio. Lewis Research Center.

Pub Date-Feb 78

Grant-NSG-3130

Note-29p.; For related document, see IR 006 620

Available from-Program of Policy Studies in Science and Technology, The George Washington University, Washington, D.C. 20052 (no charge)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Communication Satellites, *Federal Government, Futures (of Society), *Interaction, *Legislators, Political Issues, Technological Advancement, *Telecommunication, Television

Identifiers-*Constituents, *Videoconferencing

Comments from several U.S. Senators and Representatives who participated in the project summarize their personal evaluations of the usefulness of satellite videoconferencing with two-way interactive television in providing a new mechanism for informed dialogue between congressmen and constituents. The new technology is described in answers to the following questions: (1) What is satellite videoconferencing? (2) Does satellite videoconferencing work? (3) Are videoconferences useful? (4) What will videoconferences cost? (5) When will satellite videoconferencing be widely available? (6) What should Congress do to ensure an operational videoconferencing system by 1980-1982? (7) What should Congress do in the interim? This report is illustrated with diagrams, graphs, and photographs. (CMV)

ED 162 648 IR 006 623

*Colle, Royal D.*

**Communication Systems and the New Rural Development Strategies with a Case Study in Indonesia.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Pub Date-76

Note-43p.; Papers in Communication

Available from-Communication Arts Graduate Training and Research Center, Cornell University, 640 Stewart Avenue, Ithaca, New York 14853 (Single items, Free)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Administrative Principles, *Adoption (Ideas), Audiotape Recordings, *Case Studies (Education), Communication (Thought Transfer), Communication Satellites, Decentralization, Developing Nations, Diffusion, *Educational Programs, *Guidelines, Magnetic Tape Cassettes, Radio, *Rural Development

Identifiers-*Indonesia

The guidelines provided incorporate principles and themes emerging from the re-evaluation of unsuccessful large-scale educational intervention programs in developing countries. Recommendations for effective programs include (1) a decentralized mode of operation, (2) local participation in designing and carrying out programs, (3) a multi-focus on community life, and (4) a strong emphasis upon problem prevention. The Model Educational Communication System (MECS) for improving rural education in Indonesia is described in a case study of the application of effective development themes and principles. The radio, audiocassette, and communication satellite component services of MECS are described. (CMV)

*Evans, Alan D.*

**Implementation and Validation of a New Course in Introductory Astronomy at the College Level.**

Pub Date-Apr 78
Note-10p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology, (Kansas City, Missouri, April 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Astronomy, *Audiovisual Instruction, *Formative Evaluation, *Higher Education, Individualized Instruction, *Intermode Differences, Learning Modules, Lecture

Three members of the Ohio State University Astronomy department developed an audiovisual program in Astronomy to provide a format for more active student participation than is possible in large lecture sessions. The program consists of 18 filmstrip/cassette modules and an integrated textbook which were utilized on an individual basis, allowing students to repeat material prior to instructor meetings. The formative evaluation design, pilot testing, and procedures are provided, as well as the results of a study comparing student reactions and achievement in experimental groups employing this program with those in traditional lecture sections of the course. (RAO)

*Jamison, Dean T.*
**Radio and Television for Education in Developing Countries.**
Educational Testing Service, Princeton, N.J.
Report No.-ETS-RM-75-2
Pub Date-Apr 75
Note-25p.; Paper presented at the World Bank Workshop on Economics of Education, October 1973.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Cost Effectiveness, *Developing Nations, *Educational Alternatives, Educational Methods, Educational Policy, *Educational Radio, *Educational Television, *Policy Formation, *Program Evaluation, Program Planning

The potential role of radio and television in improving equity and efficiency in the delivery of education in developing countries is discussed. The following four sections discuss major educational issues and reforms involving the use of instructional television and radio in countries such as American Samoa, El Salvador, and the Ivory Coast: (1) alternatives open in organizing a formal schooling system, with emphasis on the technological alternatives; (2) available evidence on the effectiveness of a number of the alternatives; (3) a summary of available information on the costs of instructional radio and television; and (4) some policy implications from the cost-effectiveness summaries. (CMV)

ED 162 651 IR 006 629

*Morse, Bruce W. Connelly, Joseph J.*

**A Procedural Manual for Establishing a Library/School Resource Network for Special Needs Children.**

Merrimack Education Center, Chelmsford, Mass.
Pub Date-Mar 78
Note-60p.; For related document, see IR 006 630
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Educational Needs, Elementary Education, *Exceptional Child Services, Handicapped Students, *Instructional Materials, Library Cooperation, *Library Programs, *Manuals, *Models, *Parent Education, Parent Teacher Cooperation, Public Libraries

The purpose of the Library/School Resource Project was to develop and implement a ``transportable'' library/school program model for special needs children and their parents. Its objectives were to: (1) identify available resources for use by teachers, parents, and their special needs children; (2) provide a system whereby everyone could have access to these resources; and, (3) by using the public library facilities, to offer parents specialized training sessions so that they could become more effective in dealing with the responsibilities of being a parent of a handicapped child. Components of the model include a literature search; formation of community team; approval authorization; local needs assessment; formulation of a resource catalog; staff orientation; parent awareness effort; implementation of the project; and analysis and revision. Step by step procedures are given for each component of the model to facilitate the effect[illegible] implementation of all stages of the project. A listing of helpful a[illegible] and organizations, materials evaluation forms, suggested book[illegible] handicapped learners, parent questionnaire, and a bibliograp[illegible] school/public library cooperation are included in the appendices. (J[illegible])

ED 162 652 IR 006 631

**Libraries and Learning Resources, 1977-78. Planning Guide, ESEA IV Part B.**

New York State Education Dept., Albany. Bureau of School Libraries.
Pub Date-78
Note-110p.
**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**
Descriptors-Equipment, *Federal Aid, *Federal Programs, Financial Support, Guidance Programs, *Guides, Instructional Materials, Library Materials, *Program Proposals, School Districts, Testing Programs
Identifiers-*Elementary Secondary Education Act Title IVB, Local Education Agencies

This planning guide provides local education agencies in New York State with the necessary information and instructions for participation in Part B of the ESEA Title IV Library and Learning Resources program. The application for grants cannot be completed correctly without reference to this guide. Contents of the guide include an overview of the Title IV program; general information on planning, eligible and ineligible expenditures, and administration of ESEA IV acquisitions; instructions for completing the application; and standards for purchasing and implementing school library resources, instructional materials and equipment, testing programs, and guidance and counseling services. A subject index is included. (Author/JPF)

ED 162 653 IR 006 642

*Fitzhugh, Robert J.*
**Computer System Requirements for CAI/CMI Research.**
Pub Date-Mar 78
Note-40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 1978)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Computer Assisted Instruction, *Computer Managed Instruction, Computer Oriented Programs, *Educational Research, Institutional Research, Methods Research, Research Methodology, *Research Problems, *Research Tools, Systems Analysis, *Systems Development

This paper oriented for new researchers entering the field of CAI research discusses the research experience in this area, outlines some of the important computer requirements of CAI research, and proposes a conservative computer development strategy to meet those requirements. The development of PLATO and TICCIT are described as examples of the preoccupation of early research with the problems of the delivery vehicle the computer rather than with the problems of instruction. In considering systems for research in the instructional area, it is suggested that a general-purpose system with manufacturer provided hardware and software may be more appropriate than special-purpose systems because of the need for flexibility and generality in addressing the diversity of instructional issues that remain unresolved. User initiated systems development is a high risk venture that historically has proved to be fraught with opportunities for failure. Ways in which CAI/CMI research requirements can be met with commercially available standard systems are examined, with emphasis on those research requirements that are generally most difficult to satisfy. The passive role of CMI as a management tool to collect, manage, analyze, retrieve, and display student performance data is explained, and factors to be considered in selecting a computer system for CAI research are discussed. (RAO)

ED 162 654 IR 006 643

**Processing Kansas Files for Computerized Retrieval. KEDDS (Resource Component Manual).**
Kansas State Dept. of Education, Topeka.
Report No.-KEDDS-2
Note-15p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Cataloging, Classification, Data Processing, *Educational Resources, *Information Networks, *Information Retrieval, *Manuals
Identifiers-Educational Information, *Kansas Educational Dissemination Diffusion System

This procedures manual provides a list of relevant reference tools, as well as procedures and criteria for (1) document acquisition and assignment, (2) descriptor and identifier control files, and (3) program and human resources files. The appendices include examples of a document resume, a program resume, and a human resources resume. (JEG)

ED 162 655 IR 006 650

*Mertens, Donna M., Ed. Perritt, Lea J., Ed.*
**Summative Evaluation of Workshops. Fall, 1977.**
Appalachian Education Satellite Project, Lexington, Ky.
Pub Date-Jun 78
Note-95p.; For related documents, see ED 125 594-595, ED 146 908, ED 148 312, and IR 006 027
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-Child Abuse, *Communication Satellites, Gifted, Information Dissemination, *Instructional Design, Needs Assessment, Parent Child Relationship, Participant Characteristics, Seminars, Social Services, *Summative Evaluation, Videotape Recordings, *Workshops
Identifiers-*Appalachian Education Satellite Project

Nine workshops delivered by the Appalachian Education Satellite Project (AESP) during the fall of 1977 were evaluated by participants. Attended by 2081 participants from a variety of occupations at 36 AESP sites in 13 Appalachian states, these workshops included live, interactive seminars, distribution of related printed materials, and completion of evaluation instruments; all but two began with videotaped films. Topics covered were education for the gifted and talented, child abuse, home energy conservation, job and financial needs, the National Association of Social Workers, and parent effectiveness. Needs assessment results indicated a strong interest in additional programming in the areas of gifted education, social services, and parenting skills. The overall results of the program deliveries indicated a continuing interest in the present AESP programming format. (CMV)

*Sive, Mary Robinson*
**The Oceans: New Frontier.**
INFORMEDIA, Pearl River, N.Y.
Pub Date-78
Note-23p.
Available from-INFORMEDIA, Box 1020, Pearl River, New York 10965 ($2.50)
Journal Cit-Media Monitor: The Timely Guide to Learning Resources; v2 n1 Fall 1978
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Bibliographies, *Educational Resources, Elementary Education, Information Sources, *Instructional Materials, *Oceanology, Reference Materials, Secondary Education

This annotated guide to current marine education resources is arranged in three sections secondary, elementary, and professional and indexed by subject. It lists 287 selected free-loan films, sale films, audio and video recordings, film loops, filmstrips, study prints, maps, charts, and other software, including government publications, reference books, and curriculum guides. Source, release date, sale and rental price, format data, grade level, contents and references to reviews in professional journal are noted for each title. Addresses of 90 vendors are listed separately at the end. (Author/JEG)

ED 162 657 IR 006 654

*Johnson, JoEllen Ehlinger, Clifford J.*

**Reel Communication: Objective Film Use.**

Grant Wood Area Education Agency, Cedar Rapids, Iowa.
Pub Date-May 78
Note-39p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Elementary Secondary Education, *Film Criticism, *Films, *Instructional Media, *Questionnaires, Surveys, Teachers, *Use Studies

A questionnaire designed to identify both general and specific film usage patterns was sent to 500 randomly selected K-12 teachers in the Grant Wood Area Education Agency area in Iowa. This report provides a brief discussion of the use of film in education based on Himstreet and Baty's Hierarchy of Methods and Dale's Cone of Experience, a review of the responses to the questionnaire, and suggestions for effective film use. A copy of the questionnaire and graphs summarizing teacher responses are included. (RAO)

ED 162 658 IR 006 658

*Crook, Donald E. And Others*

**A Computer-Based Training System for Selective Text Processing. Technical Report No. 88.**

University of Southern California, Los Angeles. Dept. of Psychology.

Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.

Pub Date-Aug 78

Contract-N00014-77-C-0328

Note-46p.

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Academic Achievement, *Autoinstructional Aids, *Autoinstructional Methods, *Computer Assisted Instruction, Educational Research, *Instructional Design, Instructional Improvement, Learning Motivation, Learning Processes, *Student Centered Curriculum, Student Motivation, Teaching Programs

A self directed learning system was developed, based on an earlier version of a computer based system; this revised system contains features designed to make it easier to use and improved pedagogical strategies. The experimental test described in this report was designed to separate the effects of training in self directed learning from the use of the system itself. Data were collected on four different measures of learning: (1) effective learning, (2) selective learning, (3) planning, and (4) verbal report. Results of the experiment indicated that there were no significant differences among treatment groups in performance data even though one of the experimental groups outperformed the other groups significantly on the measure of verbal report, and on all other measures as well. (Author/JEG)

*Braby, Richard And Others*

**Computer-Aided Authoring of Programmed Instruction for Teaching Symbol Recognition. Final Report.**

Naval Education and Training Command, Pensacola, Fla.
Report No.-TAEG-58
Pub Date-Jun 78
Note-306p.; For related documents, see IR 006 664-665 ; Figure 1 may be marginally legible
**EDRS Price MF-$0.83 HC-$16.73 Plus Postage.**
Descriptors-Algorithms, Computer Oriented Programs, *Computer Programs, Computers, *Curriculum Development, Flow Charts, Instructional Materials, Military Training, On Line Systems, *Programed Texts, *Symbolic Learning, Workbooks
Identifiers-AUTHOR Computer System

This description of AUTHOR, a computer program for the automated authoring of programmed texts designed to teach symbol recognition, includes discussions of the learning strategies incorporated in the design of the instructional materials, hardware description and the algorithm for the software, and current and future developments. Appendices include the AUTHOR workbook, page formats used in the AUTHOR program, a programmed text produced using AUTHOR routines and minor off-line editing, and a programmed text produced using AUTHOR routines with both online and off-line editing. (CMV)

ED 162 660 IR 006 665

*Guitard, Charles R.*

**Computer-Aided Authoring System (AUTHOR) User's Guide. Volume I. Final Report.**

Naval Education and Training Command, Pensacola, Fla.
Report No.-TAEG-59
Pub Date-Jun 78
Note-114p.; For related documents, see IR 006 664-665
**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**
Descriptors-Computer Oriented Programs, *Computer Programs, *Curriculum Development, Data Bases, Learning Modules, Manuals, Military Training, *Programed Texts, *Symbolic Learning, *Teaching Guides, Workbooks
Identifiers-AUTHOR Computer System

This user's guide for AUTHOR, an automatic authoring system which produces programmed texts for teaching symbol recognition, provides detailed instructions to help the user construct and enter the information needed to create the programmed text, run the AUTHOR program, and edit the automatically composed paper. Major sections describe steps in the use of AUTHOR: (1) Preparing Workbook, (2) Using the WANG, (3) Creating and Maintaining a Data Base, (4) Creating and Maintaining a Learning Module, and (5) Enhancing the AUTHOR system. Appendices include the AUTHOR workbook, summary of text formatting commands, summary of data entry commands, and editing procedures. (CMV)

ED 162 661 IR 006 666

*Goodenough, John B. Braun, Christine L.*
**Simulation Higher Order Language Requirements Study.**
SofTech, Inc., Waltham, Mass.
Spons Agency-Air Force Human Resources Lab., Brooks AFB, Texas.
Report No.-AFHRL-TR-78-34
Pub Date-Aug 78
Note-229p.; Not available in hard copy due to marginal legibility of parts of document
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (1978-771-122/53)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Comparative Analysis, Computer Assisted Instruction, *Computer Programs, Evaluation Criteria, Military Training, *Needs Assessment, *Programing Languages, *Simulation
Identifiers-FORTRAN, IRONMAN, JOVIAL, PASCAL

The definitions provided for high order language (HOL) requirements for programming flight training simulators are based on the analysis of programs written for a variety of simulators. Examples drawn from these programs are used to justify the need for certain HOL capabilities. A description of the general structure and organization of the IRONMAN requirements for the DoD Common Language effort is followed by detailed specifications of simulator HOL requirements. PL/I, FORTRAN, JOVIAL J3B, JOVIAL J731, and PASCAL are analyzed to see how well each language satisfies the simulator HOL requirements. Results indicate that PL/I and JOVIAL J3D are the best suited for simulator programming, while FORTRAN is clearly the least suitable language. All the languages failed to satisfy some simulator requirements and improvement modifications are specified for each. Analysis of recommended modifications shows that PL/I is the most easily modified language. (CMV)

ED 162 682

IR 006 667

*Weiss, David J., Ed.*

**Proceedings of the 1977 Computerized Adaptive Testing Conference.**

Minnesota Univ., Minneapolis. Dept. of Psychology.
Spons Agency-Office of Naval Research, Washington, D.C. Psychological Sciences Div.
Pub Date-Jul 78
Contract-N00014-76-C-0243, NR150-382
Note-454p.
**EDRS Price MF-$0.83 HC-$24.77 Plus Postage.**
Descriptors-Ability, *Achievement Tests, *Computer Oriented Programs, *Educational Testing, *Group Intelligence Testing, Individual Tests, *Instrumentation, Performance Tests, Simulation, Test Bias

The 27 papers in this collection (26 of which were presented at the conference) are organized according to the eight topical sessions: (1) Improving Ability Measurement Using Different Item Formats, (2) Alternative Models for Adaptive Testing, (3) Psychological and Subgroup Effects, (4) Performance Testing by Interactive Simulation, (5) Implementations of Adaptive Testing, (6) Achievement/Performance Testing Viewed as a Classification Problem, (7) Achievement Testing Viewed as a Trait Measurement Problem, and (8) Computer-Based Testing as an Alternative to Paper-and-Pencil Testing. The document also includes discussions of these papers by R. Darrell Bock, Frederic Lord, Nancy Cole, Ernst Rothkopf, Richard Ferguson, Hariharan Swaminathan, and David Weiss; as well as a panel discussion entitled ``Future Directions for Computerized Adaptive Testing,'' with presentations by Frederic Lord, Mark Reckase, Fumiko Samejima, Vern Urry, and David Weiss. Abstracts are included for each paper. (RAO)

ED 162 663 IR 006 668

*Pepinsky, Harold B.*

**A Computer-Assisted Language Analysis System (CALAS) and Its Applications.**

Pub Date-78

Note-16p.; For related document, see ED 090 948

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Case (Grammar), Componential Analysis, *Computational Linguistics, Computer Programs, Data Analysis, Data Processing, *Discourse Analysis, Error Analysis (Language), Language Patterns, *Linguistic Patterns, Sentence Diagraming, *Sentence Structure, Speech Communication

Identifiers-*Computer Assisted Language Analysis System

A Computer-Assisted Language Analysis System (CALAS) was developed as a syntactic and semantic analyzer of machine readable text in English. CALAS includes a set of computer programs, an algorithm for implementation, and human editors who assist the computer and its programmer in the processing of data. Data analysis is accomplished in three stages: (1) syntactic analysis of text, identifying each work in sequence in terms of its grammatical equivalent; (2) aggregation of the individual words into phrases identified in terms of their grammatical equivalents; and (3) aggregation of phrases into clauses, with component phrases identified in terms of the roles each plays and exhibited to display a main or independent clause. Discussion of the literature focuses on the relative frequencies with which the different types of verb phrases are used, and the measure of structural or stylistic complexity. (JEG)

ED 162 664 IR 006 698

*Flower, Clara Kamerling*

Finding Your Way: Orientation to the Library. Library Instruction Series. Unit I.

Maine Univ., Orono. Raymond H. Folger Library.

Pub Date-77

Note-37p.; For related documents, see IR 006 698-701

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Autoinstructional Aids, Learning Modules, *Library Instruction, Library Skills, Orientation, *Orientation Materials, *University Libraries

This pamphlet, the first of three library skills modules for college students, describes a library tour designed to familiarize students with the physical facilities, services, and materials of the library. Unit I also includes brief discussions of the card catalog, classification systems, circulation procedures, interlibrary loan policies, and equipment and materials available. The Statement of Objectives for the Library Skills Modules and six tests which are used to evaluate student achievement after completion of the module are attached. (JAB)

ED 162 665 IR 006 699

*Flower, Clara Kamerling*
**Finding a Book: The Card Catalog. Library Instruction Series. Unit II.**
Maine Univ., Orono. Raymond H. Folger Library.
Pub Date-77
Note-53p.; For related documents, see IR 006 698-701
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-*Autoinstructional Aids, Classification, Dictionary Catalogs, Learning Modules, *Library Instruction, Library Skills, *University Libraries

The second of three library skills modules for college students, this unit explains the card catalog, call numbers, filing rules, types of catalog cards and the information they relate, and Dewey and Library of Congress classification systems. The library location charts and how they are to be used are also discussed. Included with the unit are six tests which are used to evaluate student achievement after completion of the module. (JAB)

ED 162 666 IR 006 700

*Flower, Clara Kamerling*
**Finding an Article: Indexes and Abstracts. Library Instruction Series. Unit III.**
Maine Univ., Orono. Raymond H. Folger Library.
Pub Date-77
Note-29p.; For related documents, see IR 006 698-701
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Autoinstructional Aids, *Indexes (Locaters), *Library Instruction, Library Skills, Newspapers, Periodicals, Scholarly Journals, *University Libraries

The last of three library skills modules for college students, Unit III provides definitions of periodicals, indexes and abstracts, as well as discussion of how to select the appropriate index or abstract, how to interpret a citation, and how to locate bound journals, microfilms, and current issues of journals in the library. Copying and borrowing regulations for magazines are explained. How to use newspapers and their indexes is the topic of the concluding exercise. Included with the unit are six tests which are used to evaluate student achievement after completion of the module. (JAB)

ED 162 667 IR 006 701

*Flower, Clara Kamerling*

**Workbook. Library Instruction Series.**

Maine Univ., Orono. Raymond H. Folger Library.

Pub Date-77

Note-40p.; For related documents, see IR 006 698-701

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Autoinstructional Aids, Classification, Dictionary Catalogs, Indexes (Locaters), Learning Modules, *Library Instruction, Library Skills, Newspapers, Periodicals, Scholarly Journals, *University Libraries, Workbooks

The exercises in this workbook are designed to be used with the pamphlets and audiotapes from Units II and III of the library skills modules for college students. Questions in these exercises are similar to those on the tests for the modules. Exercises 1 through 8 coordinate with Unit II: Card Catalog; exercises 9 through 11 relate to Unit III: Indexes and Abstracts. (JAB)

ED 162 666 IR 006 729

**Prize-Winning Essays. Nine Award-Winners Selected by the Citizens Advisory Committee.**

Pub Date-Apr 78

Note-21p.; A collection of prize-winning essays selected for the Massachusetts Governor's Conference on Libraries and Information Services

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Awards, Elementary School Students, *Essays, Junior High School Students, *Libraries, Secondary School Students

This collection of nine essays includes three from each of the contributing groups elementary school, middle school, and high school students. Titles include  Libraries for the People and by the People,''  How the Library Helps Us,''  Improvements Since the Library Company of Philadelphia,'' and  Today's Library: A Place for All Seasons.'' (JAB)

ED 162 669 IR 006 749

**A Directory of Library Systems in New York State.**
New York State Education Dept., Albany. Div. of Library Development.
Pub Date-77
Note-106p.
**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**
Descriptors-*College Libraries, *Directories, Library Networks, *Public Libraries, *Special Libraries, *University Libraries
Identifiers-*New York

This directory, compiled from information supplied by directors of the systems, and state departments or agencies administering library programs, contains listings of the Reference and Research Library Resources Systems in New York state. They are arranged regionally and alphabetically with each section containing information on the reference and research libraries; the public library systems; and state institution libraries. Information provided for each includes the name of the director, address of the system, telephone and teletype numbers, year of establishment, names of principal staff and of the president of the system board of trustees, name of each county participating in the system, and the number of member libraries. Addresses are also given for all member institutions and libraries. Maps indicating locations of the Reference and Research Library Resources Systems and the Public Library Systems are included, along with an index of these systems by county. (Author/MBR)

ED 162 670 IR 006 756

*Charters, Alexander N.*

**Resources for Educators of Adults: Periodicals, Newsletters and Indexes in E.S. Bird Library and the Clearinghouse of Resources for Educators of Adults.**

Syracuse Univ., N.Y.
Pub Date-Jun 78
Note-16p.; For related documents, see IR 006 756-758
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Adult Education, *Bibliographies, *Indexes (Locaters), Information Sources, Library Collections, *Newsletters, *Periodicals
Identifiers-Clearinghouse of Resources for Educators of Adults, *Syracuse University E S Bird Library NY

This bibliography of newsletters, periodicals, and indexes useful to adult educators includes periodicals held at Bird Library and the Clearinghouse of Resources for Educators of Adults (CREA), both at Syracuse University; newsletters held by CREA; and indexes held by Bird. The bibliography is divided into four sections: (1) the Bird Library periodical list containing entries alphabetically by title, and indicating location, frequency, date of first issue and date of first issue at Bird, and call number; (2) periodicals held by CREA listed alphabetically by title with call number; (3) newsletters listed alphabetically by title with call number; and (4) indexes listed alphabetically by title, with date of first issue at Bird, call number and location, and INBK code number. (MBR)

ED 162 671 IR 006 757

*Charters, Alexander N., Comp.*

**Resources for Educators of Adults: Acquisition List, Pamphlet File at E.S. Bird Library.**

Syracuse Univ., N.Y.

Pub Date-Jun 78

Note-109p.

**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**

Descriptors-*Adult Education, *Bibliographies, *Library Collections, *Pamphlets, Subject Index Terms

Identifiers-*Syracuse University E S Bird Library NY, *Vertical File

This document reproduces the adult education listings in the Syracuse University Bird Library Pamphlet File. All entries are classified under the subject Education Adult, with each item listed alphabetically by title under one or more of the descriptive subject headings. One update listing, which is organized the same way, is also included. A list of the descriptive headings and sub-headings utilized in the pamphlet file is provided. (Author/MBR)

ED 162 672 IR 006 758

*Charters, Alexander N.*

**Resources for Educators of Adults: The Paul Hoy Helms Library in Liberal Adult Education.**

Syracuse Univ., N.Y.
Report No.-CC.6.US.Pa08
Pub Date-Jun 78
Note-57p.; For related documents, see IR 006 756-758
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-*Adult Education, *Bibliographies, *Books, Classification, Independent Study, *Liberal Arts, *Library Collections
Identifiers-*Syracuse University E S Bird Library NY, *Syracuse University Paul Hoy Helms Library NY

This bibliography of the complete holdings of the Paul Hoy Helms Library, now incorporated in the Bird Library collection at Syracuse University, contains books chosen by faculty and students with the intention of furthering adult education and independent study. It is organized by Library of Congress and Dewey Decimal Classification numbers with each entry including author(s), title, publisher, place of publication, and date. Subject headings include philosophy, psychology, religion and theology, history, the social sciences, political science, law, education, fine arts, architecture, language and literature, and fiction. (MBR)

ED 162 673 IR 006 773

*Horowitz, Blanche*

**A Family Planning Library Manual.**

Planned Parenthood Federation of America, Inc., New York, N.Y.

Pub Date-75

Note-89p.; Katherine Dexter McCormick Library, Planned Parenthood Federation of America, Inc., 810 Seventh Avenue, New York, New York 10019 ($5.00)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Family Planning, Library Administration, *Library Technical Processes, *Manuals, Population Education, *Special Libraries

This manual provides a concise and comprehensive "how to" guide to starting and maintaining a family planning/population library. In addition to the step-by-step procedures necessary for acquiring and organizing book and non-book material, a classification scheme is presented for providing documents, articles, pamphlets, and books with numbers for easy filing and retrieval. This classification system is used by the library network of the Planned Parenthood Federation of America and has been adopted by other family planning libraries as a helpful method of access to holdings. Sections of the manual describe how to select, order, and process books and how to set up a card catalog; how to select and order periodicals, audiovisual and vertical file materials; actual physical aspects of the vertical file; and how to handle newspaper clippings and journal articles. Other topics of interest to librarians include advice on library policy, staff, space, equipment, and supplies. A subject index with the classification number for each subject, and a glossary of family planning terms are included. (Author/JPF)

ED 162 674 JC 780 578

*Dulaney-Sorochak, Jeanne*

**Guidelines for the Estimation of Program Costs at Macomb County Community College. Project No. 78072.**

Macomb County Community Coll., Warren, Mich.
Pub Date-27 Jun 78
Note-26p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Associate Degrees, College Majors, Community Colleges, *Educational Finance, Estimated Costs, Guidelines, *Instructional Student Costs, *Junior Colleges, Mathematical Models, *Noninstructional Student Costs, Program Costs, Student Costs, Tuition, Unit Costs

The Education Amendments of 1976 require that any educational institution must be able to report the full cost of attending that institution to any student who requests the information. This report outlines guidelines for estimating the cost to the student attending Macomb County Community College. Tuition and living expenses, with required fees and the cost of books and equipment, constitute the bulk of the cost to the student. Two methods for estimating costs are given: (1) calculation of the minimum cost of a program as determined by the specific program chosen, student's residential status, number of courses taken per term, number of terms to complete the program, and cost of living; and (2) calculation of an individual program cost which further includes whether the student registers by mail, attends summer term, and takes any additional elective courses requiring fees. Data tables present the cost estimates for spring 1978 at the college for tuition, registration, books and equipment, cost of living, and for specific certificate and associate degree program costs and additional course fees. (MB)

ED 162 675 JC 780 586

*Berry, James J.*

**The Community College Faculty Member: A Brief Review of the Literature.**

Pub Date-78
Note-19p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*College Faculty, Community Colleges, Faculty Workload, *Junior Colleges, *Literature Reviews, Professional Recognition, Teacher Attitudes, Teacher Background, *Teacher Characteristics, Teacher Qualifications, Teacher Role, Teacher Salaries

A review of the literature on the community college faculty member is presented. In contrast to the college and university professor, the community college faculty member does not possess a persona that has been subject to treatment in the media. The academic literature portrays this faculty member as the doctoral candidate that couldn't make it, as a recluse hiding behind the classroom door, and as an employee of an institution that is often perceived as the lowest rung in the ladder of higher education. Studies are consistent in their statistical description of the typical community college faculty member as a white male, 31 to 50 years old, holding a masters degree. Few of these faculty members have earned degrees from high status universities. Their main activity is teaching, though studies suggest many would like to give more time to research and professional writing. The salary of the faculty is between the mean salary for the college and university assistant and associate professor. Many studies have been concerned with job satisfaction, acceptance of community college philosophy, reference group identity, and characteristics of outstanding instructional methods. The future for community college faculty depends on how the colleges are funded, as well as the scope and function of community college education. (Author/MB)

ED 162 676 JC 780 588

*Gross, Linda Chitayat And Others*

**A Modified Approach to Improve the Use of a Computerized Information Delivery System in Two-Year Colleges in New York State.**

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany. Bureau of Two-Year Coll. Programs.; New York State Education Dept., Albany. Div. of Occupational Education Supervision.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 77
Grant-VEA-77-2-381
Note-81p.; Appendix B contains copyrighted material and is therefore not available. Appendix C was deleted due to irreproducibility. These sections are not included in the pagination
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-Community Colleges, Corrective Institutions, Counseling, *Counseling Effectiveness, Counselor Attitudes, Counselor Performance, Counselor Role, *Dial Access Information Systems, *Guidance Counseling, High Schools, Institutional Characteristics, *Junior Colleges, Occupational Information, *On Line Systems, Program Descriptions, Questionnaires, Student Financial Aid, Student Needs, Vocational Counseling
Identifiers-*Guidance Information System

Findings are presented from the third year of the demonstration of the Guidance Information System (GIS), a computer-based information delivery system providing occupational, two-year college, four-year college, and financial aid information to students in two-year colleges in New York. Conclusions, based on experiences with seven colleges during 1974-1977 and on comparisons with studies of GIS use in high schools and prison settings, include: (1) community colleges, in their first year of involvement with the system, got off to a slow start during the time in which the computer system was being integrated into the ongoing pattern of counseling activity; (2) use of the computer varied as a function of college characteristics and implementation strategies; (3) variations in the level of use were found among sites of a similar type; (4) settings differing in organizational complexity differed in regard to length of time needed to implement a computer system; and (5) the amount and pattern of use of the system varied substantially among different types of settings. It is also stressed that counselors played a major role in referring students to the computer, and also served to make students aware of the potential and limitations of the computerized information. The availability of the computer did not appear to have an impact on counselors' work load, nor on division of counselor responsibilities, although there were reports that the quality of counseling improved. (MB)

*Sasnett, Martena*

**Zombies or Persons?**

Pub Date- 76
Note-21p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Access to Education, Educational Objectives, *Educational Philosophy, Elementary Education, *Futures (of Society), Postsecondary Education, *School Role, Secondary Education, *Social Change

In the United States there are two commitments and two trends which shape and eventually may alter traditional educational patterns. The first trend is the mobility of students in terms of school busing, business transfers of their parents, high school foreign exchange programs, and further college-age changes which create a free, peripatetic nature in these future students. The second trend involves the technology which has placed in students' hands ever more efficient means and increased supplies of materials to enable them to teach themselves. The two basic commitments characterizing American education are secular education and mass education. The former has been considered as essential to a free, pluralistic society and the latter encompasses recent trends toward the development of each person to his individual potential. As educational experts are confronted with the myth of value-free eduation, the questions arise of how to rectify problems resulting from purely materialistic teaching and how to delineate more broadly the tasks of education. Citing the literature, this document goes on to present possibilities for education in the future. (MB)

ED 162 678 JC 780 591

*Long, Edward J., Jr.*

**Analysis of Professional Development Needs of Part-Time Continuing Education Instructors at St. Petersburg Junior College.**

Pub Date-78
Note-98p.; Ed. D. Dissertation, Nova University. Appendices C-F have been deleted due to irreproducibility
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-*Adult Education, Age, College Environment, College Faculty, Community Colleges, Educational Background, *Faculty Development, Females, *Inservice Education, *Junior Colleges, Literature Reviews, Males, *Part Time Teachers, School Surveys, Staff Improvement, Teacher Attitudes, Teacher Characteristics, Teacher Motivation

In order to determine the characteristics of continuing education instructors at St. Petersburg Junior College, as well as their professional development interests and attitudes toward the college, a survey was administered to the 125 instructors and yielded an 82% response rate. The study showed: (1) the most typical instructor was a white female, age 44, holding a bachelor's degree; (2) keeping abreast of new discipline developments and gaining greater depth of knowledge ranked as the most important professional development needs; (3) fringe benefits and merit pay were seen as the most important incentives for the instructors; and (4) the teachers rated ``friendly'' as the best descriptor of the working environment. The study results suggest the necessity of: recognizing the part-time faculty as an important segment of the total staff; coordinating goals of staff development programs with those of the institution and instructors; initiating a varied format of development programs; researching existing programs at other colleges; considering motivation factors, along with hygiene factors, to stimulate interest in development activities; and including more minority group instructors when staffing new activities. A review of the literature and the survey questionnaire are included. (MB)

*Gormley, Tyrone D.*

**Some Considerations in Combining Traditional and Non-Traditional Methods of Instruction in a Mathematics Program.**

Pub Date-12 Oct 78
Note-48p.; Paper presented at the Annual Meeting of the American Mathematical Association of Two-Year Colleges (Houston, Texas, October 10-14, 1978)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Algebra, Arithmetic, Calculus, Cognitive Style, *College Mathematics, Community Colleges, Instructional Improvement, Instructional Innovation, *Junior Colleges, Junior College Students, *Mathematical Experience, Mathematics Curriculum, *Mathematics Instruction, Modern Mathematics, Statistics, Student Interests, *Teaching Methods, Trigonometry

Based on the assumption that each student learns in a unique way, this paper outlines the factors to be considered before selecting the methods of instruction for particular mathematics courses and their students. The advantages and disadvantages of the lecture/textbook and question/answer method, individualized instruction, self-pacing, discussion/demonstration, field experiences, and tutorials are described. Characteristics of courses and students, and suggestions regarding these methods of instruction are outlined for the following elements of a mathematics curriculum: (1) pre-college courses vocational-technical, arithmetic, elementary algebra, intermediate algebra; (2) first year courses college algebra, trigonometry, modern mathematics I and II, liberal arts mathematics, statistics, mathematics for business, and economics I and II; and (3) second year courses pre-calculus, calculus I, II, and III, and differential equations. Other considerations in program development include instructor role, media, counseling, placement testing, student follow-up, tutoring, funding, and attendance. A summary of cognitive mapping, a list of textbooks, and a bibliography are included. (MB)

*Vandervort, Larry R.*

**Person-Environment Instrumentation for Student Ratings of College Teaching.**

Pub Date-78

Note-20p.; Paper presented at the International Conference on Improving University Teaching (4th, Aachen, Germany, Summer 1978). For related document, see ED 093 394

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Classroom Environment, College Faculty, Community Colleges, *Evaluation Criteria, *Instrumentation, *Junior Colleges, Participant Satisfaction, Research Methodology, *Student Evaluation of Teacher Performance, Student Needs, *Teacher Improvement, Teaching Techniques

Two easily administered and scored research instruments for the study of person-environment congruency theory in the college classroom are presented. The need for such a theory-integrated approach is seen in recent research that indicates that the common sense'' approach to teacher evaluation, i.e. simply asking students, teachers, and administrators what teacher/teaching characteristics are necessary for good instruction, may be in error. The person-environment congruency model proposes that an individual's satisfaction is a function of the congruency between his needs and press'' characteristics of the environment. This model has been applied in the area of worker need satisfaction. Fifty-four male and female community college students enrolled in a general psychology course completed a 21-item student needs assessment questionnaire during the fifth week of an eleven-week spring quarter term. One week later students completed a 21-item environmental reinforcers description questionnaire. Thus, a teacher examining the various scales, can determine where he may wish to alter the environment over which he exerts control or discuss with the students their needs for further understanding. The scales are outlined and a bibliography is included in the document. (MB)

ED 162 681 JC 780 598

*Woodcock, Leonard*
**Education for a New Age.**
International Union, United Automobile, Aerospace and Agricultural Implement Workers of America, Detroit, Mich.
Pub Date-16 Apr 75
Note-15p.; Paper presented to the American Association of Community and Junior Colleges (Seattle, Washington, April 16, 1975)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Access to Education, *Democratic Values, *Educational Objectives, *Finance Reform, *Junior Colleges, Labor Education, *Labor Unions, Participation, Postsecondary Education, Union Members
Identifiers-*United Automobile Workers

Most would agree that education is a social good and necessity, yet serious inequities and inequalities remain in our educational system. The largest sources of support for public schools are the local school district and the state. The revenues they contribute come from property and sales taxes, both of which are regressive and inequitable. Our uncoordinated economic system, which has resulted in unemployment, hardship, and deprivation, also creates problems for formal education. Only with coordinated national planning, equitable tax reform, and the complete restructuring of federal, state, and local roles in financing public education can the goals of quality education and equal educational opportunity be realized. Positive changes have occurred, including: the increasing participation of teachers, parents, students, and community groups in educational decision-making; the efforts of unions like the United Automobile Workers to be educating and learning unions; mandates to local unions to establish education committees; negotiations for worker sabbaticals; and the growing partnership between unions and community colleges. (AYC)

ED 162 682 JC 780 599

*Heller, Barbara R. Gross, Linda Chitayat*

**Computerized Vocational Information and Decision-Making in Secured Environments in New York State.**

City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jul 77
Grant-VEA-77-2-380
Note-81p.; Parts of appendix may not reproduce clearly
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-Correctional Education, *Corrective Institutions, *Dial Access Information Systems, *Guidance Counseling, Guidance Services, Information Needs, Institutional Characteristics, Occupational Information, On Line Systems, *Prisoners, Program Descriptions, *Rehabilitation Counseling, Vocational Counseling
Identifiers-*Guidance Information System

A study was conducted on the use of the Guidance Information System (GIS), an on-line computer information retrieval system for occupational, two-year college, four-year college, and scholarship and financial aid information, in four detention/correctional facilities in

New York. These were the Queens House of Detention for Men (QHDM), Brooklyn House of Detention for Men (BHD), New York City Correctional Institution for Women, and Queensborough Correctional Facility (QFC). The study revealed that differences in utilization rates among similar types of sites (GIS-use was also studied in high schools and community colleges) were as great or greater than those between sites; the rate of use at QHDM was several times that of the Women's Correctional Institution the site with the second highest rate of use. In all sites, whether colleges, high schools, or prisons, which were deemed reluctant'' because of underutilization of the system, the decision to participate was usually made by an administrator who remained removed from the day-to-day operations and did not provide ample support to those directly in charge of the project. It was also found that the more fragmented the organizational structure of the institution, the greater the lag in full project implementation; secured environments were generally slowest in integrating GIS into on-going programs. Staff reaction at most prison sites was favorable. (MB)

ED 162 683 JC 780 601

**Objectives Proposals Policies. Outlines & Guidelines for the Labor Studies Programs: Course Descriptions and Outlines.**

International Union, United Automobile, Aerospace and Agricultural Implement Workers of America, Detroit, Mich.

Pub Date-Sep 77

Note-140p.

**EDRS Price MF-$0.83 HC-$7.35 Plus Postage.**

Descriptors-Associate Degrees, Bibliographies, Community Colleges, *Course Descriptions, *Curriculum Guides, Educational Certificates, *Junior Colleges, *Labor Education, Labor Force, *Labor Unions, Resource Materials, Union Members

Identifiers-*United Automobile Workers

The purposes of the United Automobile Workers labor studies program are to: (1) provide a broader understanding and perspective of economic, social, and political problems of our society and the role which unions and workers should play in it; (2) provide educational opportunities for individual growth and advancement; and (3) equip members of labor organizations with technical skills needed to exercise their union and civic responsibilities, especially those arising in urban areas. Options as to the various degree and certificate programs, reflecting different levels of achievement, include a certificate in labor studies, an associate degree (terminal), an associate of arts degree, and transfer of credits leading to baccalaureate and subsequent degrees. This document provides detailed course outlines, reference and resource materials, and bibliographies for the following course topics: introduction to organized labor in America; heritage and achievements of the labor movement; structure and administration of unions; collective bargaining negotiation, administration, and arbitration; labor law; time study; contemporary urban issues and problems; social movements; economics for labor; and creative uses of leisure time. An overview of the cooperative effort between the UAW and educational institutions and a list of nationwide programs are included. A list of suggested readings and textbooks are appended. (MB)

ED 162 684 JC 780 604

*Marsee, Stuart E.*

**Some Thoughts about Leadership.**

Pub Date-Jan 79

Note-8p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Administrative Personnel, College Administration, Community Colleges, *Interprofessional Relationship, *Junior Colleges, *Leadership, *Leadership Qualities, Leadership Responsibility, Leadership Styles, Management, Presidents, Teacher Administrator Relationship

The administrator must learn to organize personnel and to delegate responsibilities with commensurate authority while maintaining an impersonal yet friendly, approachable, consistent, and fair manner. Recognizing that even the best administrator is prone to make some mistakes and that he cannot satisfy everyone all the time is also important. The best administrator makes the ideas of others work more often than creating them. Suggestions to administrators for improving communication include: listen more carefully; be available; never hesitate to ask for advice; welcome sincere criticism; involve others in decision-making; utilize the abilities of the total staff; minimize the levels of administration and supervision; involve faculty in curriculum development; and provide the opportunity for the one who asks a question to also propose a solution. Good administrations result from pride in accomplishments but with the full realization that perfection is constantly sought and never attained. (MB)

ED 162 685 JC 780 605

*Marty, Myron A., Ed.*

**Responding to New Missions. New Directions for Community Colleges, No. 24.**

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Note-114p.

Available from-Jossey-Bass, Inc., Publishers, 433 California Street, San Francisco, California 94104 ($5.00)

**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**

Descriptors-Cognitive Ability, Cognitive Objectives, Collective Bargaining, *College Faculty, *College Role, Community Colleges, Community Involvement, Community Role, *Educational Objectives, Humanities Instruction, *Junior Colleges, Literature Reviews, Peer Evaluation, Student Evaluation of Teacher Performance, Teacher Attitudes, *Teacher Role

Identifiers-Information Analysis Products

Aspects of the community college environment, and the role of the community college are explored from a faculty viewpoint in this collection of essays. Robert A. Whisnant outlines the tasks in preparing for new educational missions. Bette Slutsky questions the direction community colleges are taking toward remedial and vocational responsibilities. J. Louis Schlegel discusses issues and options in humanities instruction. Suzanne Kaplan and Gordon Wilson explore interdisciplinary, independent study. Mary A. Stevens describes ways faculty help to create and support new methods to meet community needs. Donald W. Green and others examine a rural community college with a comprehensive community service program. L. Mark Ludwig stresses that the most effective instructional systems accommodate learners' cognitive styles, academic weaknesses, and cultural background. Malcolm Goldberg discusses the role of faculty in meeting community needs. Robert G. Martin looks at cognitive therapy. Billie Dziech presents a critical view of peer evaluation. Trudy Haffron Bers and Mary Olson discuss student evaluation of teacher performance. Hanna Weston and others analyze the dynamics of collective bargaining. Myron A. Marty stresses the college's need to reestablish its legitimacy. Andrew Hill reviews the literature on the topic of new missions. (MB)

ED 162 686 JC 780 606

*Cantor, Harold Martens, Kay*

**The Humanities in Two-Year Colleges: What Affects the Program?**

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.; Center for the Study of Community Colleges, Los Angeles, Calif.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date-78

Note-55p.

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-College Curriculum, College Environment, Community Colleges, Community Influence, Community Service Programs, *Curriculum Development, *Curriculum Problems, *Declining Enrollment, Enrollment Influences, *Environmental Influences, Financial Support, *Humanities, Humanities Instruction, *Junior Colleges, National Surveys, Political Influences, Questionnaires, State Agencies, Transfer Policy

In an effort to determine external and internal reasons for program, course, enrollment, and instructional differences in the strength of the humanities curriculum at two-year colleges, 20 colleges representing a variety of sizes, geographic locations, means of control, and program emphases were selected for site visits. Interviews revealed that though patterns of interaction and control varied, state regulatory agencies and legislation affected the colleges' programs, especially through funding reviews, program and course approval, and requirements for data collection. Humanities requirements of transfer institutions constituted an additional external influence. Neither the socio-economic status nor ethnic make-up of the community had consistent effects on the humanities, nor did the needs of local high schools nor the potentially influential community-service programs. The most important internal influence was a strong president or board; others included program funding, incentives for faculty and curriculum development, humanities grants, and instructional resources. Effects on humanities enrollments varied; eleven institutions experienced increases attributed to new humanities requirements and nine experienced decreases attributed to growing vocational programs. Faculty, department chairpersons, and deans of instruction viewed the enrollment shifts differently, as they did the role and future of the humanities in the two-year college. (Recommendations and the interview form are included.) (AYC)

ED 162 687 JC 780 607

*Brawer, Florence M.*
**Academic Courses for the Health Programs. Junior College Resource Review.**
California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Dec 78
Note-6p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Academic Education, Bibliographies, College Curriculum, College Science, Community Colleges, *Health Occupations, *Health Occupations Education, *Junior Colleges, *Literature Reviews, Nurses Aides, Nursing

The paucity of material dealing with academic programs for the health professions in two-year colleges is reflected in this review of studies and reports which show great variety in their primary focus and in the disciplines involved. Cited in this literature review are: syllabi for courses in anatomy, physiology, and chemistry; a report on biological course prerequisites at a variety of institutions, including those granting nursing, medical technology, and pharmacy degrees; a compilation of conference papers dealing with biomedical education; descriptions of nursing curricula and students; discussions of the aged and aging, death and dying, and student motivation; several studies concerned with ethics in the health professions; and descriptions of interdisciplinary programs. A bibliography is included. (AYC)

ED 162 688 JC 780 608

*Cooper, John And Others*
**Professional Development Plan.**

Lansing Community Coll., Mich.
Pub Date-1 Sep 78
Note-41p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Administrator Role, College Faculty, Community Colleges, Departments, *Faculty Development, *Inservice Programs, Inservice Teacher Education, *Junior Colleges, Objectives, Performance Based Teacher Education, Program Planning, *Staff Improvement, Student Personnel Workers, Teacher Improvement, Teacher Workshops

Refinement of planning, goals, and objectives was emphasized in the third year of the Professional Development Program at Lansing Community College. Goals for the overall college program were to: (1) continue to offer options for professional development which relate to people's immediate situation and department; (2) make more opportunities available for faculty to explore new teaching strategies that they may apply to their own classroom instruction; (3) involve administrative personnel in professional development programs, planning, and the reinforcement of individual efforts to change or improve performance; (4) refine current professional development programs and initiatives; and (5) evaluate on-going staff development activities as they relate to personal objectives and institutional missions. A professional development laboratory and office supports individuals, programs, and divisions throughout the college relative to needs assessment and evaluation, campus-wide programs, and maintaining quality instructional programs. The professional development plans for the academic year 1978-79 are outlined for the business, college services, arts and sciences, student personnel services, learning resource, and applied arts and sciences divisions. An appendix discusses alternative approaches to professional development. (MB)

ED 162 689 JC 780 609

**Federal Categorical Aid Programs, 78 Fiscal Year.**
National Council for Resource Development, Washington, D.C.
Pub Date-78
Note-101p.
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Community Colleges, Educational Finance, *Federal Aid, *Federal Programs, Financial Support, Fund Raising, *Junior Colleges, *Resource Allocations, Resource Guides

The extent to which the nation's community and junior colleges received awards in selected federal categorical aid programs for fiscal year 1978 is outlined. For each aid program the following information is provided: dollars authorized, dollars awarded, dollars obtained by community colleges, total number of proposals submitted, total number of awards, total number of awards to community colleges; and the number of proposals submitted by community colleges. Data are also given for 1977 when available. This report assists resource development officers in determining which grant opportunities have a high funding potential, based on the record of the past two consecutive years. As in 1976 and 1977, two-year colleges received proportionally more money from formula grant programs (e.g., nursing capitation, Title II-A library, and Title VI equipment) than from competitive grant programs. General comments stress that community college resource development personnel must continually press for more representation on reader panels, that those persons preparing proposals realize that community colleges constitute an interdependent segment of higher education, and that an effort must be made to assist community colleges in receiving an equitable proportion of the dollars appropriated. (MB)

ED 162 690 JC 780 610

*Marks, Joseph Lappin*
**On Decision-Making Processes and Structures.**
Pub Date- 78
Note-39p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Administrative Organization, *Administrative Policy, Centralization, Decentralization, *Decision Making, Educational Accountability, Governance, *Higher Education, *Management Systems, Organizational Communication, *Participation

The increasing costs of higher education and doubts about its importance, and the decreasing marketability of a college degree have made those responsible for appropriating public funds and the consumers of higher education services demand greater accountability from public institutions. These demands, as well as internal demands for greater participation by students and faculty, call for reform in the decision-making processes and in doing so have created a management crisis. The external pressures generated the reform movement advocating analytical management, which is typified by bureaucracy and the scientific method; it uses a systems approach wherein information is assembled for each aspect of an overall operation and then given to those individuals responsible for making decisions. On the other hand, internal forces favor anthrocentric management, that is, a decentralized participatory system with heightened positive motivation for the participants. A philosophical base for the assessment of alternative management models, a discussion of the limitations and dangers of the analytical approach contrasted to the advantages of the anthrocentric approach, and a bibliography are included. (MB)

ED 162 691 JC 780 611

*Anderson, Christine E.*

**The IPA An Opportunity for Intergovernmental Understanding. Resource Paper No. 13.**

National Council for Resource Development, Washington, D.C.
Pub Date-Jun 77
Note-9p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Administrative Personnel, Community Colleges, *Exchange Programs, Federal Government, *Federal Programs, *Government Employees, Government School Relationship, Interagency Coordination, Junior Colleges, *Postsecondary Education, Professional Personnel
Identifiers-*Intergovernmental Personnel Act

The Intergovernmental Personnel Act Program (IPA), begun in 1971, provides for the temporary exchange of personnel between federal executive agencies and states, local governments, institutions of higher education, and Indian tribal governments to do work of mutual benefit and concern. In the five years following the program's inception, more than 3,000 mobility assignments were made. Forty major federal agencies, all 50 states, nearly 300 local governments, and more than 328 colleges and universities utilized the program. The program's participants represented a variety of occupations and specialities with the most frequent assignments being made in the areas of general executive management, science and technology, education, social science, business, law, engineering, and architecture. In 1976, the federal agency most frequently using the IPA was the Department of Health, Education, and Welfare with 236 of the total of 829 participants. Testimonials of community college personnel participating in the program are presented. Eligibility for participation, salary and supervision considerations, duration of appointment, documentation of assignment conditions and responsibilities, allowances for travel and moving expenses, and procedures for termination of assignment are discussed. A list of IPA Division Chiefs for United States Civil Service Commission Regions is also included. (MB)

*Goldberg, Malcolm*

**Opportunities for Improving Science Education Using National Science Foundation Grants. Resource Paper No. 14.**

National Council for Resource Development, Washington, D.C.
Pub Date-Nov 77
Note-15p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-College Science, Community Colleges, *Federal Aid, Federal Programs, Financial Support, *Foundation Programs, *Fund Raising, Grants, *Junior Colleges, Program Proposals, Science Education, *Science Programs, Science Teachers, Scientific Literacy
Identifiers-*National Science Foundation

The programs of the National Science Foundation (NSF), whose mission is to support basic research, science education, and general science literacy, should be seriously considered by two-year college science faculty and administrators as alternative sources of funding to accomplish institutional and personal objectives. The three divisions of NSF, each with its own focus, fund the majority of efforts to support science education. Within the Scientific Personnel Improvement Division are the Women in Science Program and the Science Faculty Professional Development Program. Three programs of the Science Education Resources Improvement Division which seem particularly relevant for community colleges are Local Course Improvement, Instructional Scientific Equipment Program, and Comprehensive Assistance to Undergraduate Science Education. The Science Education Development and Research Division operates two programs of interest, Development in Science Education and Research in Science Education. The Office of Science and Society is another source of funding through the Public Understanding of Science Program. In addition to describing NSF and each of these programs, this paper considers the reasons for low two-year college participation in the programs, institutional activities which can facilitate successful fund seeking, how to succeed with NSF proposals, and the advantages of fund seeking. (AYC)

ED 162 693 JC 780 613

*Young, John E.*

**Conditions and Factors Associated with Successful Federal Funding. Resource Paper No. 15.**

National Council for Resource Development, Washington, D.C.
Pub Date-Apr 78
Note-9p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Administrator Role, Community Colleges, *Federal Aid, Federal Programs, Financial Support, *Fund Raising, *Grants, *Junior Colleges, *Organizational Effectiveness, Program Proposals, State Surveys, Success Factors
Identifiers-Florida, *Grantsmanship

In order to identify and analyze conditions and factors that may affect the success of two-year colleges in securing federal categorical aid funds, 28 public community colleges in Florida were studied. In fiscal year 1975, four had received more than $1,000,000 in federal categorical aid funds, three over $500,000, eleven between $125,000 and $500,000, and ten had received less than $125,000. After a preliminary survey, nine institutions were selected for site visitations. High-funded institutions had a well-planned federal relations/resource development program that was given top priority by the chief executive officer. Other factors influencing success in obtaining funds were clearly defined and obtainable institutional objectives, institutional credibility, a well-prepared project proposal, a full-time federal relations officer, careful targeting of proposals, close contact with federal agencies, and a high level of agreement between the chief executive officer and resource development personnel. Conditions characteristic of low-funded institutions included an administrative philosophy not conducive to actively seeking federal assistance, and lack of knowledge about the availability of funds and about how to start, support, and operate a resource development program. Personnel in low-funded institutions stressed a need for adequate time, staff, and financial support, and for assistance and opportunity to develop the sophistication and knowledge necessary for planning and initiating a resource development program. (AYC)

ED 162 694 JC 780 614

*Hoffland, Ginger*

**National Endowment for the Arts: What's in it for Community Colleges? Resource Paper No. 16.**

National Council for Resource Development, Washington, D.C.

Pub Date-Jul 78

Note-13p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Artists, Community Colleges, *Federal Aid, Federal Programs, Financial Support, *Fine Arts, Fund Raising, *Grants, *Junior Colleges, *National Programs, Organization, Program Administration, Program Descriptions, Resource Guides

Identifiers-*National Endowment for the Arts

The history, current priorities, and future directions of the National Endowment for the Arts (NEA) are discussed with an emphasis on the applicability of NEA programs to community colleges. The Endowment has three major goals: (1) to promote broad dissemination of cultural resources of the highest quality; (2) to assist cultural institutions in providing greater public service and to improve artistic and administrative standards; and (3) to support creativity among the most gifted artists, encourage the preservation of our cultural heritage, and enhance the quality of life of our nation. The Endowment provides direct financial assistance in the form of grants to organizations and individuals, and performs leadership functions in the form of technical assistance, research, dissemination of information, advocacy, and encouragement of non-federal support of the arts. There are twelve different program offices, each with a director supported by program specialists and assistants, and an advisory panel composed of experts. The success of two-year college systems in obtaining funds from NEA has been negligible. The best opportunities for community colleges are in the following areas: individual faculty members as grantees, and colleges as project grantees, as recipients of services, as linking agents for specific priority constituencies, as cultural sites, and as artists' training institutions. (MB)

ED 162 695 JC 780 615

*Van Ness, Christine M. Van Ness, John R.*
**Winning Foundation and Corporate Grants. Resource Paper No. 17.**
National Council for Resource Development, Washington, D.C.
Pub Date-Nov 78
Note-12p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Community Colleges, Educational Finance, *Foundation Programs, *Fund Raising, *Grants, Information Sources, *Junior Colleges, Needs Assessment, Nonprofit Organizations, *Private Financial Support, Program Proposals, Publicize, Public Relations
Identifiers-Corporate Grants, *Grantsmanship

As many community colleges are facing a period of stabilizing enrollments combined with inflation in operating costs and the increasing need to protect themselves against fluctuations in public funding, seeking new sources of funding becomes an inevitability. Corporations and private foundations are two major untapped sources for fund raising programs. Initially, an educational institution must assess its needs and set its priorities. The next step in the process is to identify prospective donors. Generally donors are either foundations within an institution's geographic area, or those that give nationally or internationally. Foundation Center Libraries and directories of foundations can aid in gathering information on foundations, but identifying corporate donors is generally more difficult. The third step involves educating and cultivating prospective donors in a systematic manner as to the nature of the college's programs, students, facilities, and community benefits and needs. The next step of submitting the grant proposal entails meeting with corporate representatives, writing the proposal in a concise manner geared toward foundation needs, and using personal contacts to boost influence. A final step in the total process is stewardship, the management of funds that have been granted to an organization. A bibliography of foundation grant directories and other publications is included. (MB)

ED 162 696 JC 780 616

*Sharron, W. Harvey, Jr.*

**The Development and Organization of the Community College Foundation. Resource Paper No. 18.**

National Council for Resource Development, Washington, D.C.

Pub Date-Dec 78

Note-11p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Administrative Organization, Community Colleges, Community Support, *Foundation Programs, Fund Raising, Governing Boards, Guidelines, *Junior Colleges, *Private Financial Support, *Program Development, Publicize, Public Relations

Concurrent with the problem of declining resources from traditional sources, the results of the rapid expansion and construction of community colleges during the 1960's and 1970's encouraged the development of alternatives in funding. By 1978, 52% of the community colleges in the United States had established the foundation as a vehicle for encouraging and receiving public funds and for improving public relations. In establishing a college foundation, the college board of trustees must authorize the use of the institution's name. The foundation itself begins with a president, vice-president, secretary, treasurer, and executive committee. Its development and organization period usually takes at least nine to twelve months and can be divided into four phases: (1) the organizational and administrative period which consists of developing the Articles of Incorporation and By-laws, filing for Internal Revenue Service tax exemption status, securing approval by the state government, selecting the core group of the board of directors, and developing a brochure for public distribution; (2) the educational awareness period during which members of the board of directors are introduced to various aspects of the institution and other members of the board are recommended; (3) the community relations period; and (4) the planning and implementation period. (The report concludes with a list of operational do's'' and don'ts'' based upon the experience of successful foundations.) (AYC)

**Career Education in Community Colleges: A Sourcebook.**
American Association of Community and Junior Colleges, Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-99p.; Colored page and occasional small print may not reproduce well
Available from-American Association of Community and Junior Colleges, One Dupont Circle, Washington, D. C. 20036 ($7.50)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Career Planning, Community Colleges, *Cooperative Education, *Experiential Learning, Job Placement, *Junior Colleges, *Program Descriptions, *Program Guides, Resource Guides, Student Characteristics, Technical Education, Vocational Counseling, Vocational Education
Identifiers-Hoyt (Kenneth B)

Sixty-six community college career education programs in 30 states are described in this sourcebook. The data is based on a national survey conducted by the American Association of Community and Junior Colleges. Descriptions include location, enrollment, type of geographical area (e.g., rural, suburban), and characteristics of the student population for each college. Specific program information includes program title, population served, number of people responsible for conducting the program, when and how the program was established, list of program-developed materials, availability of information and assistance, contact person at the college, and a narrative description of the program. The sourcebook is prefaced by a reprint of Kenneth Hoyt's ``A Primer for Career Education'' which outlines the basic nature of the career education effort as viewed by the United States Office of Education's Office of Career Education. A bibliography is included with the primer. An appendix to the document contains the survey instrument. (MB)

ED 162 698 JC 780 618

*Yarrington, Roger, Ed.*

**Internationalizing Community Colleges. Report of a Wingspread Conference.**

American Association of Community and Junior Colleges, Washington, D.C.; Johnson Foundation, Inc., Racine, Wis.
Pub Date-Oct 78
Note-104p.; Report of the 1978 Assembly convened by the American Association of Community and Junior Colleges in cooperation with the Johnson Foundation at Wingspread, Racine, Wisconsin (May 22-24, 1978)
Available from-American Association of Community and Junior Colleges, One Dupont Circle, N. W., Suite 410, Washington, D. C. 20036 ($5.00)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Community Colleges, Cultural Exchange, Curriculum Development, Curriculum Enrichment, Foreign Countries, Global Approach, International Education, *International Educational Exchange, *International Programs, International Relations, *Junior Colleges, Student Exchange Programs, Teacher Exchange Programs, Technical Assistance

Papers in this document provide a perspective on the views of two-year college educators and other educational leaders on the relevance and place of international education now and in the future. Edmund J. Gleazer, Jr., discusses the community college's role in international education and outlines the policy of the American Association of Community and Junior Colleges as well as reviewing the activities of other organizations including the Council on International Cooperation in Higher Education and the International Council on Adult Education. Moses S. Koch presents rationales and models for internationalizing the college curriculum. Seymour Eskow outlines the educational benefits of sending students and faculty abroad in terms of increasing understanding among peoples of the world and involving individuals in participant and observer relationships. Fred H. Harrington emphasizes the need for community colleges to increase their involvement in providing technical assistance services abroad. Daniel R. McLaughlin describes the cooperative relationship between Asnuntuck Community College in Enfield, Connecticut, and Chien-Hsien Junior College of Technology in Chungli, Taiwan, Republic of China. The recommendations of the 1978 Wingspread Assembly and a list of participants are included. (MB)

ED 162 699 JC 790 001

*Kelso, Genell*

**Student Attendance Policies at El Centro College: Their Rationales and Results.**

Pub Date-20 Jul 78
Note-45p.; Ed. D. Practicum, Nova University. Not available in hard copy due to irreproducibility of the original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Administrative Policy, *Attendance, Class Management, Community Colleges, *Discipline Policy, *Junior Colleges, *Policy Formation, Questionnaires, School Surveys, Teacher Attitudes

In 1976 El Centro College tightened its attendance policies the bases for dropping students for excessive absences. Though operated under a common administrative system, each program, division, or individual instructor set up whatever policy seemed most appropriate. A faculty questionnaire examined the newly developed attendance policies and a follow-up one year later analyzed developments and effectiveness. A wide variety of policies was discovered: a student could be dropped after a range of 2-20 hours of absence; some instructors differentiated between excused'' and unexcused'' absences; some penalized students for cumulative tardies. Of faculty members responding, 83.7% used an attendance policy in common with their division or program; 38.2% enforced it rigidly,'' and 55.9% moderately''; 87.3% rated the policies as good. Over 90% of current policies had been in effect for two or more years. Non-attending students were dropped at a relatively stable rate of 15-20% per semester, with an apparent reduction trend in absences and drops as students recognized and adapted to the system. Student attendance was found to correlate with educational achievement and commitment. Highest absence and drop rates were in developmental courses and required general courses. Lowest rates were in sophomore and elective/career courses. Surveys are appended. (Author/MB)

ED 162 700 JC 790 002

*Flanagan, W. Malcolm Schoepke, JoAnn M.*

**Lifelong Learning and Career Development Needs of the Severely Handicapped. Working Paper No. 1.**

Missouri Univ., Columbia. Dept. of Counseling and Personnel Services.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date-Nov 78

Grant-OEG-00-78-1844

Note-33p.; Lifelong Career Development Project

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Adult Learning, Career Development, Career Education, College Role, *Continuous Learning, Daily Living Skills, Developmental Programs, Discriminatory Attitudes (Social), Educational Needs, *Federal Legislation, Junior Colleges, Literature Reviews, Mentally Handicapped, Physically Handicapped, *Rehabilitation Programs, *Severely Handicapped, *Vocational Rehabilitation

Citing other studies, this paper provides a background overview regarding the design of a lifelong career development model for severely handicapped individuals which is now in progress at the University of Missouri-Columbia. The Rehabilitation Act of 1973, the Education for All Handicapped Children Act, the Educational Amendments of 1976 (Vocational Education), and the Lifelong Learning Act of 1976 have made it imperative that such programs be developed. Lifelong learning is defined and the extent that its philosophy has pervaded modern society is described. Societal changes require new conceptualizations of self, work, and the world as a whole. In this context deficiencies in opportunity for the handicapped are documented and a new conceptual model to alleviate these needs is outlined. Principles to follow in setting up a delivery service must include viewing the client as an active agent, capable of making decisions as a partner in the process of education and rehabilitation. Through the development and implementation of the Lifelong Career Development Project, it will be possible for handicapped individuals to find the support and coordinated services necessary to enable them to function at their fullest potential and effectively meet their lifelong learning needs. The role of the community colleges to implement these goals is also discussed. A bibliography is included. (Author/MB)

ED 162 701 JC 790 003

*Morgan, John A., Jr.*

**The Effect of Increasing Class Size on the Grades of Students in the Business Curriculum at Piedmont Technical College.**

Pub Date-12 May 78
Note-39p.; Ed. D. Practicum, Nova University
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Academic Achievement, *Administrative Policy, *Business Subjects, *Class Size, Community Colleges, Grade Point Average, Grades (Scholastic), Institutional Research, *Junior Colleges, Literature Reviews, Student Teacher Ratio

Funding constraints had resulted in the need to increase the size of classes conducted by the Business and Technical Division of Piedmont Technical College. In the absence of budget limitations classes were split when enrollments exceeded 30 students. This study was initiated to examine the relationship of class size to course grade point average (GPA) during a two-year period. The 12 courses chosen for the study had both high (over 30) and low (30 or less) students, were conducted by full-time staff, and were of the same level of difficulty. A Z-test at the .05 level of significance was used to test the null hypothesis that there is no significant difference in course GPA's of students in large classes and those in small classes. The Z-value of .2881 was less than 1.96, the area of concern under the normal curve, resulting in an inability to reject the null hypothesis. The difference between the mean GPA's of the large and small class groups was statistically insignificant. The results of this study form the basis for formulating class size policy beginning fall 1978. A review of the literature revealed that findings of studies on class size varied considerably, and that although much research supported small classes, there appeared to be some consistence in the findings that class size had little effect on student performance. A bibliography is included. (Author/MB)

ED 162 702 JC 790 004

*Bethscheider, John Knapp, Mary*

**Court Reporting Curriculum for an Associate in Applied Science Degree at Alvin Community College.**

Alvin Community Coll., Tex.

Pub Date-Dec 78

Note-20p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Associate Degrees, *College Curriculum, Community Colleges, *Core Courses, *Course Descriptions, *Court Reporters, *Junior Colleges, Program Descriptions, Standards, Vocational Education

The court reporting curriculum at Alvin Community College, which leads to an associate of applied science degree, has been praised by the National Shorthand Reporters Association, which sets the standards for court reporting schools. The court reporter uses a method of taking notes called stenotypy which entails taking down verbatim everything that is said at a trial, hearing, or meeting. A special machine called a stenograph which employs a method of rapid writing by the use of alphabetic letters to represent the phonetic sounds of language is used by the reporter. The court reporter must be a person who can pay attention to detail and who has the patience and concentration to do hours of dictation and transcription. A successful student must be able to use the English language and master the exacting demands of the stenograph machine. The five semester program requires that students have a high school diploma and take courses in typing, machine shorthand theory, law and legal terminology, communication skills, grammar and punctuation, transcription, medical terminology, national and state government, sociology, courtroom procedures, technical dictation, and general office practices. (MB)

ED 162 703 JC 790 005

*Garber, Zev*

**Teaching Lower Division Hebrew Language and Literature at a Two-Year Public College.**

Pub Date-Nov 78
Note-14p.; Paper presented at the Annual meeting of the National Association of Professors of Hebrew (New Orleans, Louisiana, November 18-21, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-College Curriculum, *College Language Programs, Community Colleges, Cultural Background, Cultural Education, *Ethnic Studies, *Hebrew, *Jews, *Junior Colleges, Literature, Program Descriptions, Student Characteristics, Teaching Techniques
Identifiers-*Jewish Studies

The Jewish studies program at Los Angeles Valley College is discussed with an emphasis on the teaching of lower division Hebrew language. As the first two-year undergraduate program in the nation, it seeks to provide an appreciation of Jewish civilization. The program includes classes in Hebrew language, literature, civilization, Jewish philosophy, history, sociology, religion, Talmud, Yiddish literature and language, the Holocaust, and Jewish-American literature. The language classes are a self-contained unit with little connection with the content classes. Understanding, speaking, reading, and writing are stressed as the student is exposed to the structural principles of modern Hebrew grammar, while concentrating on linguistic Hebrew. Instruction in Hebrew literature uses a historical-critical method emphasizing the literature as an interpretation of history; where the instructor takes a more passive role allowing the students to have an interactive experience. A study of those students enrolled in Jewish studies courses from 1970 to 1975 found that 76% were Jewish, 80% were transfer students, and 51% were over 21. The majority were housewives over 35, who were married daughters of immigrant Jews. Fifty-five percent were the products of Jewish secondary education. A syllabus for a modern Hebrew literature course is included. (MB)

ED 162 704 JC 790 006

*Donnelly, Brian Rohfeld, Rae*

**Conference Summary: Northeastern Ohio Community Education Conference on Community College/School System Cooperation for School Superintendents and Community College Personnel (Cleveland, Ohio, October 11, 1977).**

Cuyahoga Community Coll., Cleveland, Ohio.

Pub Date-11 Oct 77

Note-12p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Community Colleges, *Community Education, *Conference Reports, Government School Relationship, *Junior Colleges, *School Community Cooperation, School Community Relationship, Superintendent Role

The Community Education Conference for School Superintendents which took place at Cuyahoga Community College on October 11, 1977, is described and summaries of the speeches are presented. The purpose of the conference was to enable school superintendents and community college personnel to consider ways of delivering community educational services. Dr. Nolen Ellison stressed the need for closer cooperation and mutual planning among various public institutions and agencies within the Greater Cuyahoga County Region. Dr. Mario Fantini reviewed the past, present, and future of community education. Dr. Jack Minzey examined a community education project with national implication. Mike Collins highlighted the role of the Ohio State Department of Education in facilitating linkage. Dr. Wayne Rodehorst stressed the need for educators to recognize their role in meeting the needs and providing services in a people-oriented manner. Henry Doll spoke of the Gund Foundation's role in promoting leadership and action in community education. Paul W. Patton presented a slide-tape show highlighting Project Open Door. Suzanne Fletcher spoke about community education from a national perspective. (MB)

ED 162 705 JC 790 007

**Division of Continuing Education and Extension Services. Annual Report, 1977-1978.**

Fort Worth Public Schools, Tex. Bilingual Education Program.

Pub Date-Nov 78

Note-68p.

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-*Adult Education, *Annual Reports, Community Colleges, Educational Finance, *Extension Education, Financial Problems, Financial Support, Instructional Student Costs, *Junior Colleges, *Program Descriptions, *Retrenchment, School Funds, Vocational Education

The Division of Continuing Education at New York City Community College witnessed its third year of budgetary reduction and staff losses in 1977-78. The college's grant income declined by $300,000 from 1976-77 and enrollment in tuition courses fell. Factors influencing the drop in tuition course enrollment included a loss of central staff initiative in tuition course development and raising of fees to meet the mandate that tuition cover not only instructional costs but other costs previously underwritten by the college. Overall enrollment, however, rose by about 650 from the previous year. The worse blows to the continuing education division were the loss of refunding for the Voorhees vocational training program for ex-offenders and the ethnic heritage studies program for older adults. Other programs that are described with regard to enrollments, evaluation, problems and achievements, and future plans are the vocational programs for deaf adults, and technical programs in food service training, day care cooks' training, biomedical equipment technology, hearing aid technology, and welding. Discussions of credit for continuing education, the state civil service employee benefits training program, and the sanitation management certificate program are also included. A statistical summary of the tuition and grant programs is also provided. (MB)

ED 162 706 JC 790 008

*Friedlander, Jack*

**Using the Talents of Part-Time Faculty. Junior College Resource Review.**

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Dec 78

Note-6p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Administrative Policy, *College Faculty, Community Colleges, *Faculty Development, *Junior Colleges, *Literature Reviews, *Part Time Teachers, Teacher Administrator Relationship, Teaching Procedures, Teaching Quality

Identifiers-Information Analysis Products

Although part-time instructors now account for over 56% of the total number of faculty members in the two-year college, little information exists on the impact this segment of the instructional staff has on the quality of a college's educational program. At most institutions, part-time instructors are not given the same opportunities, support services, or responsibilities as their full-time counterparts, and no research has been conducted on the effects these policies have on the instructors' ability to perform their roles effectively. A number of community colleges have instituted professional development programs for their part-time faculty in the form of handbooks, orientation programs, and in-service training. However, few evaluation reports are available on the extent to which these programs have helped participants develop personally or professionally. Research is needed to identify factors that enhance the contribution part-time faculty members can make to their students, colleagues, instructional programs, and the institution itself. A bibliography is included. (MB)

ED 162 707 JC 790 009

**Annual AIDP Impact Evaluation Study, FY 1978: Executive Summary.**
McManis Associates, Inc., Washington, D.C.; University Associates, Inc., Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Note-33p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Administrative Policy, Administrator Attitudes, Community Colleges, Curriculum Development, Educational Administration, *Educational Change, Educational Resources, *Federal Aid, Federal Programs, Institutional Research, Junior Colleges, Management, National Surveys, Organizational Change, *Postsecondary Education, *Program Evaluation, Program Improvement, *Resource Allocations, Student Personnel Services, Universities
Identifiers-*Advanced Institutional Development Program

As part of an effort to determine the impact of Advanced Institutional Development Program (AIDP) funds on two-year and four-year colleges, questionnaires were sent to 26 two-year college presidents (100% were returned) and to 53 four-year college presidents (85% were returned). The areas of greatest impact most frequently reported by all presidents were: enhanced institutional planning and management capability; clarification and articulation of institutional mission in the area of management; and strengthening of the academic program with expanded and enriched curricula. For two- and four-year colleges, the study reports on degrees of institutional change during the funding period, and on future implications in areas of curriculum and instructional development, management and planning systems, institutional research and evaluation, student personnel services, community services, and general institutional resources development. Changes common to both groups included: increases in numbers of programs, courses, laboratories, and students enrolled for academic skill development; increase in special group programs, increase in faculty development activities; and new and refined management and planning systems. Major improvements included: increase in professional and career courses; increase in low income students' enrollments in professional courses; more effective administrative patterns; and improved fiscal stability. (MB)

ED 162 708 JC 790 012

*Ottley, Alford H.*

**Funding Strategies for Community Colleges.**

Advanced Institutional Development Program Two-Year College Consortium.; Central YMCA Community Coll., Chicago, Ill.; McManis Associates, Inc., Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date- 78

Note-88p.

**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**

Descriptors-Administrator Role, Alumni, Community Colleges, *Educational Finance, *Financial Support, Foundation Programs, *Fund Raising, Grants, *Junior Colleges, Private Financial Support, Program Proposals, Resource Guides, Resources

Identifiers-Grantsmanship

If community colleges expect to effectively serve their diverse constituency, they must develop and refine effective fund-raising capabilities. Institutional development, which encompasses fund raising and other activities, often begins with the Development Office, which is considered in the document in terms of its purpose and functions in Chapter II. Since institutional development must become institutionalized'' before a fund-raising program can attain success, all segments of the college the faculty, the students, the staff must become involved with and participate in the goal and objectives of institutional development. Grantsmanship (Chapter III) must be practiced within and outside of the Development Office. Alumni activities (Chapter IV), e.g., involving alumni in publications and programs, although not primarily a source of revenue, are an important part of institutional development. A successful annual fund campaign (Chapter V), college foundations (Chapter VI), and planned or deferred giving (Chapter VII) are considered in terms of planning, institutional commitment and involvement, and organizational requirements. A bibliography is included, and appendices contain a sample proposal letter, a case statement outline, a list of resource guides, a grant processing flow chart, a list of companies with grant programs, and sample bylaws and articles of incorporation. (MB)

ED 162 709 JC 790 014

*Raines, Roy H.*

**A Comparative Analysis of Learning Styles and Teaching Styles of Mathematics Students and Instructors.**

Pub Date-76

Note-290p.; Ed. D. Dissertation, Nova University

**EDRS Price MF-$0.83 HC-$15.30 Plus Postage.**

Descriptors-Academic Achievement, *Cognitive Style, College Mathematics, Community Colleges, *Effective Teaching, *Junior Colleges, *Mathematics Instruction, Mathematics Teachers, Measurement Instruments, *Teaching Styles, Teaching Techniques

Identifiers-Canfield Lafferty Learning Styles Inventory, Manatee Junior College FL, Teaching Styles Inventory

Mathematics students at the community college level have continually experienced a relatively low achievement rate when compared to their performance in other subjects. Most of the instructional strategies encountered by these students consist of the lecture-discussion-demonstration format, with no allowances made for individual difference except academic background. This paper investigates the individual teaching and learning styles of students and instructors in the mathematics department at Manatee Junior College (Florida) in terms of discovering to what extent, if any, significant differences exist in teaching/learning styles. Canfield's Teaching Styles Inventory'' and Learning Styles Inventory,'' which each yield a numerical score on 17 distinct teaching/learning style preferences, were administered to six mathematics instructors and a random sample of 575 students, respectively. A comparative analysis of the learning styles scores was made on three partitions of the random sample: total sample according to final grade; according to instructor; and according to course. Results indicated that the Learning Styles Inventory'' measured uniform patterns whenever the comparison groups were considered independently. A comparison of the two inventories shows students with higher grades had learning styles more closely related to instructor teaching styles than students achieving lower grades. (Author/MB)

*Kinnison, Charles J.*

**Outcomes Oriented Planning, Management, and Evaluation.**

Advanced Institutional Development Program Two-Year College Consortium.; Central YMCA Community Coll., Chicago, Ill.; McManis Associates, Inc., Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Note-53p.
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-College Administration, Community Colleges, Educational Accountability, *Educational Assessment, *Educational Planning, *Evaluation Methods, *Junior Colleges, Management, *Management Systems, Models, Systems Approach, Systems Development
Identifiers-Outcomes Measurement, *Planning Management and Evaluation Systems

An outcomes orientation is examined as the dominant focus for formulating improvements in a college's planning, management, and evaluation (PME) system. Outcomes are seen as individual (produced by college personnel or students), program related, or institutional. An outcomes orientation to PME has the advantages of relating to the quality of service provided, the impact on students and community, the accountability to groups outside the institution, the productivity of results in terms of resources used, and the ability for clearer statements of expectations and responsibilities in administrative functions. Technical considerations incorporated in this system include: administrative perspectives on accountability, types of outcomes, administrative processes, and organizational levels; concepts related to administrative processes; tools related to design and implementation of the PME model; and planning, managing, and evaluating techniques. Implementation of the system entails college and administrator readiness factors, strategies for introducing the change, and stages of development of the model. Efforts by two community colleges to use the outcomes method are described and an appendix presents examples of tools used to implement the model. A bibliography is also included. (MB)

ED 162 711 JC 790 016

*Appel, Victor H. Roueche, John E.*
**Installation and Assimilation of Educational Innovations in Vocational/Technical Programs in Post-Secondary Institutions. Final Report.**
Texas Univ., Austin. Dept. of Educational Psychology.
Spons Agency-Office of Education (DHEW), Washington, D.C. Div. of Adult and Vocational Research.
Pub Date-Aug 78
Grant-G007603972
Note-217p.; Some pages may reproduce poorly due to lightness of type
**EDRS Price MF-$0.83 HC-$11.37 Plus Postage.**
Descriptors-Administrative Policy, Adoption (Ideas), Community Colleges, Educational Innovation, *Individualized Instruction, *Innovation, Instructional Innovation, *Junior Colleges, Organizational Change, Surveys, Teacher Attitudes, Teacher Characteristics, Teaching Methods, *Technical Education, Vocational Education, *Vocational Education Teachers
Identifiers-Action Research Team

The factors which contribute to the successful installation and assimilation of educational innovations were examined in relation to vocational/technical programs in eight post-secondary institutions. About 555 instructors, administrators, and non-teaching professional staff were surveyed regarding the level and extent of use of individualized instruction and the viability of planned institutional change. One campus was selected to evaluate the intervention of an Action Research Team (ART). The 80 instructors showed a somewhat active level of investment in professional activities external to the college; had a tendency to view themselves as having substantial influence on their programs; and were internally-oriented individuals. On a ten-point scale, where high scores indicated favoring individualized instruction, mean scores of all respondents ranged from 5.8 to 8.4. Generally, respondents considered their institutions to be concerned with achieving uniqueness'' and contributing to society.'' The schools ranged from those using individualized instruction on a primarily mechanical basis to those using it routinely. Results indicated that certain program areas lent themselves more readily to innovation. The ART intervention was successful in formulating an institutional renewal project. A literature review and bibliography are included and appendices contain a framework for analyzing innovation adaptation and instrumentation used in the study. (MB)

ED 162 712 JC 790 018

*Lombardi, John*

**Community College Financing in the Post-Proposition 13 Era. Junior College Resource Review.**

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jan 79
Note-8p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Access to Education, Budgeting, Capital Outlay (for Fixed Assets), Community Colleges, *Educational Finance, Enrollment Trends, *Financial Problems, Financial Support, Governance, *Junior Colleges, Property Taxes, *Resource Allocations, *Retrenchment, Revenue Sharing, State Aid, Tax Allocation, *Tax Support, Tuition
Identifiers-Information Analysis Products, Proposition 13 (California 1978)

Tax reduction and limitation of government spending issues dominated the November 1978 state and national elections. What effect the propositions will have on community college financing will not be known for some time. Three principal sources of college revenue property tax, state appropriations, tuition and fees account for most of the funds in the categories of capital outlay financing and current operating financing. The manner in which state funds are allocated offers four funding alternatives: negotiated budget, unit rate formula, minimum foundation or equalization, or cost-based program. Whatever the funding pattern, the amount of money allocated is related to the number of full-time student or faculty equivalents or the number of student credit hours. In recent years legislators and governors have placed limits on the amount allocated to colleges. Especially unfortunate consequences were seen in the curtailing of non-credit courses; loss of local autonomy; decrease in the number of locally-supported colleges; lessened commitment to the Open Door policy; and increases in tuition and fees. A positive effect is the increased concern with educational mission and function, and with governance. A bibliography is included. (AYC)

ED 162 713 JC 790 025

**S. U. N. Y. Profiles of the Two-Year Colleges.**

State Univ. of New York, Albany. Office of Access Services.
Pub Date-79
Note-72p.; May be marginally legible due to small type and dark background
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Admission Criteria, *Agricultural Colleges, Agricultural Education, Associate Degrees, College Curriculum, Community Colleges, *Institutional Characteristics, *Junior Colleges, Multicampus Colleges, *Program Descriptions, School Policy, Student Costs, Student Financial Aid, Technical Education, *Technical Institutes, Tuition
Identifiers-*State University of New York

Profiles of each of the six agricultural and technical colleges, 29 community colleges, and three other colleges offering two-year programs within the State University of New York (SUNY) system are presented. Tuition and other costs as well as availability of financial assistance are outlined. A description of the Educational Opportunity Program which offers academic and financial aid support to less advantaged students, along with a list of Program centers in the state, is also presented. A list of admissions staff, campus descriptions, housing availability, campus activities, enrollment, admissions criteria, academic programs of study, number of faculty, tuition refund policy, graduate follow-up data, and other information are listed for each of the colleges. Curriculum charts describe the programs available at the colleges. (MB)

ED 162 714 JC 790 030

*Corbitt, Gail*

**Fall 1977 Student Survey of Schedule.**

Arapahoe Community Coll., Littleton, Colo.

Note-20p.; Parts of appendix may be marginally legible

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Community Colleges, Institutional Research, *Junior Colleges, *Scheduling, *School Schedules, School Surveys, *Student Attitudes

A survey was conducted to find out how students felt about the scheduling of classes at Arapahoe Community College. A stratified random sample of 97 classes, involving 1,775 students or 28% of the student body, was used. Questions were designed to assess: (1) the type of classes in which the student typically enrolled, day/night, etc.; (2) an evaluation of the process of getting into desired classes and obtaining related student services; and (3) demographic information about the students in the survey. The demographic data verified that the sample was representative of the total student population. The most common complaints were that courses needed for graduation were not offered to both day and night students; that night courses should start at 5:30 or 6:00 p.m., instead of 5:00 p.m., to allow more time to get to school from work; and that registration times should be scheduled so that those closest to graduation could register first. Closed courses posed the biggest problem to students during registration. With respect to expanded student services, many students wanted the bookstore, food services, and library to extend hours at night and/or on weekends. Expanded course offerings at night, in the early morning (6:00-8:00 a.m.), and on weekends were also favored. Appendices contain the survey, lists of closed or unavailable courses, and student comments. (MB)

ED 162 715 JC 790 031

*Bender, Louis W.*

**Land-Use: A Financial Resource for Community Colleges? A Report of a National Survey of Land-Use Practices of Community Colleges.**

State and Regional Higher Education Center, Florida.

Pub Date-Nov 78

Note-51p.

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-*Administrative Policy, Community Colleges, Financial Policy, *Fund Raising, Institutional Characteristics, *Junior Colleges, *Land Use, National Surveys, *Use Studies

To determine land-use patterns nationwide in community colleges, a random sample of 287 two-year colleges in 27 states was surveyed on the following topics: (1) description of the institution; (2) description of the land for the campus including estimation of unusable land; (3) assessment of the various uses of the land as well as an estimate of the annual cost of maintenance and/or improvement; (4) information on the specific uses of income generated by land use; and (5) identification of any problems or barriers encountered by institutions in using land for income purposes. There was a 42% response rate to the survey. Three major types of non-educational program land use were observed: commitment of surplus land to aesthetic or land-bank purposes, dedication of some excess land to public use, and dedication of available portions of land to income purposes. Substantial evidence suggests that the colleges in state systems perceive themselves as restricted to land reserve policies. Few, however, have a thorough or meaningful policy. It is concluded that those institutions which determine that their excess land should be used for community uses or for income uses should develop a comprehensive plan and provide for an overseeing group which can reflect the public interest. The survey questionnaire is appended. (MB)

ED 162 716 JC 790 033

*Bloom, Thomas A.*
**The Hospitality Education Advisory Committee.**
Pub Date-Aug 77

Note-14p.; A position paper presented to the Annual Conference of the Council on Hotel, Restaurant, and Institutional Management Education, Inc. (32nd, Las Vegas, Nevada, August, 1977)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Advisory Committees, *Community Involvement, School Community Relationship, *Trade and Industrial Education
Identifiers-*Hospitality Education

The use of advisory committees for the development, maintenance, and continued exchange of information for hospitality education programs is discussed. Two types of committees are the general advisory type, which can deal with entire programs on institutional and community levels, and the single-field type, which helps develop programs in specific areas. The advantages of advisory committees are: (1) they provide a unique opportunity to gather occupational and industrial information that can augment programs; (2) their organization and function can be tailored to specific situations and needs; and (3) they can function effectively without assuming either legislative or administrative responsibility. Hospitality education advisory committee members show the greatest continued interest and participation in school projects when their advice is sought frequently, their suggestions are adopted, democratic procedures are followed in meetings, they receive public credit for their contributions, they are invited to attend department meetings and campus functions, and when school representatives keep them informed of the progress that results from their work. Factors to be considered in choosing advisory committee members are experience, adequate time available, character, community representation, and length of committee service. Committee activities and suggestions for dealing with members are listed. (MB)

ED 162 717 PS 009 926

*Hamby, Trudy M. And Others*
**A Descriptive Guide to CDA Training Materials. Volume II.**
University Research Corp., Washington, D.C.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Report No.-DHEW-OHDS-77-31105
Pub Date-Jul 77
Contract-105-76-1132
Note-322p.; For Volume I, see ED 144 697
**EDRS Price MF-$0.83 HC-$16.73 Plus Postage.**
Descriptors-*Annotated Bibliographies, *Child Care Workers, Early Childhood Education, Guides, *Performance Based Teacher Education, Post Secondary Education, *Reference Materials, Resource Materials, *Teaching Skills, *Training
Identifiers-*CDA, Child Development Associates

This bibliographic resource guide is the second in a series of volumes which describe competency-based training materials developed by Child Development Associate (CDA) pilot projects and Head Start Supplementary Training/CDA programs. The guide focuses on the source, content and availability of 175 such materials. Materials cited reflect a variety of approaches to CDA training to meet the individual needs of persons interested in a competency-based program: for program developers, an extensive listing of available training materials and aids; for staff in operational programs, supplementary materials in specific areas; and for newcomers to the field, extensive background information on CDA training content, requirements and methods. The guide consists of five sections: (1) format and directions for using the guide, (2) a descriptive bibliography of the 175 items comprising the bulk of the volume, (3) a glossary, (4) a subject index and (5) a publishers' index. In the bibliography, a descriptive key and narrative for each document relates that document to CDA competency and training requirements. Information on supplementary media materials is included. (CM)

ED 162 718 PS 009 948

**Family/School Relationships: An ERIC Abstract Bibliography.**

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Nov 78
Contract-NIE-C-400-78-0008
Note-38p.
Available from-ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #178, $3.00)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Annotated Bibliographies, Early Childhood Education, Elementary Education, *Family School Relationship, *Home Programs, Parent Participation, Parent School Relationship, *Parent Teacher Cooperation, *School Community Relationship, *School Services

This abstract bibliography cites recent ERIC documents and journal articles focusing on various aspects of family/school relationships. Entries have been grouped into five sections: Family/School/Community Relationships; Parents and Teachers; School/Home Learning; Parents/School Supporting Services and General. Entries include resumes from Resources in Education'' (RIE), June, 1977 through August, 1978, and citations from Current Index to Journals in Education'' (CIJE), January, 1976 through August, 1978. Order information is provided at the end of the publication. Most ED-numbered documents are available on microfiche and hard (paper) copy from the ERIC Document Reproduction Service (EDRS). Journal articles are available only in the journals cited, not through the ERIC system. (Author/RH)

ED 162 719 PS 009 963

*Eichler, Lois S. And Others*

**Adaptation to Pregnancy, Birth and Early Parenting: A Preliminary View.**

Pub Date-Aug 77

Note-12p.; Paper presented at the Annual Meeting of the American Psychological Association (85th, San Francisco, California, August 26-30, 1977)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Adjustment (to Environment), Adjustment Problems, *Birth, Family (Sociological Unit), *Infants, Neonates, *Parent Attitudes, Perinatal Influences, *Predictor Variables, *Pregnancy, Prenatal Influences, Research

The normal course of family adaptation to pregnancy, birth, and early parenting is examined in this study, and variables predictive of difficulties in family adjustment during this period are investigated. Subjects were 89 married couples and 9 women whose husbands did not participate. The women had a mean age of 28 years; 46 were pregnant for the first time and 52 had other children. Data were collected early and late in pregnancy, during the hospital stay and after delivery, and at 2 months postpartum. Measures included semi-structured interviews, projective tests, standardized and ``home-made'' paper and pencil tests, and observations. Preliminary results revealed several correlations between parental and infant data. Mothers who had been more anxious and depressed during the first trimester of pregnancy had more irritable babies at 3 days postpartum. The less difficulty parents reported in adapting to the pregnancy, the better the baby functioned physiologically and emotionally at 2 months of age. Physiological complications during delivery correlated with poorer infant adjustment at 2 months postpartum. The best predictor of infant adjustment at 2 months was the mother's adaptation to labor and delivery. Women whose babies were rated more irritable at birth felt worse about themselves as mothers at 2 months postpartum. Findings were interpreted as suggesting that the effects of pregnancy have profound implications for the functioning of the family in the postpartum period. (JMB)

ED 162 720 PS 009 964

*Mires, Maynard H. Sirc, Charles E.*

**Prenatal Care: New Hampshire Residents - 1976.**

New Hampshire State Bureau of Vital Records and Health Statistics. Div. of Public Health Services. Concord.

Pub Date-77

Note-18p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Demography, *Medical Services, *Pregnancy, *Prenatal Influences, Research, *Tables (Data)

Identifiers-*New Hampshire

Data from 1976 New Hampshire birth certificates were used to examine the correlations between the degree (month of pregnancy that prenatal care began) and intensity (number of prenatal visits) of prenatal care and low infant birth weight, illegitimacy, maternal age, maternal education, and complications of pregnancy. The rate of low birth weight infants was found to be significantly higher for those mothers who waited until the second trimester of pregnancy before getting prenatal care and for those mothers who had had 8 prenatal visits or less. Mothers who were 19 years of age or younger, had less than 12 years of education, and were giving birth out-of-wedlock tended to initiate their prenatal care later in their term of pregnancy. Younger, less educated mothers who had low birth weight infants or who gave birth out-of-wedlock also tended to have had fewer prenatal visits. Fewer prenatal visits was shown to be correlated with more complications of pregnancy. Early onset of prenatal care was found to be weakly correlated with fewer complications of pregnancy. (JMB)

ED 162 721 PS 010 007

*Bradbard, Marilyn R. Endsley, Richard C.*

**Developing Young Children's Curiosity: A Review of Research with Implications for Teachers.**

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Note-43p.
Available from-ERIC Clearinghouse on Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #177, $3.25)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Children, *Curiosity, *Environmental Influences, Individual Differences, Literature Reviews, Parent Role, Perceptual Motor Learning, Research Needs, *Social Influences, *Teacher Influence, Teacher Role

This review of the literature on the development of young children's curiosity is directed specifically toward teachers and other practitioners and emphasizes what socialization agents can do to influence children's curiosity. Gaps in current knowledge about children's curiosity and implications of research findings are discussed. Theoretical perspectives on children's curiosity, including trait, perceptual, mastery motivational, learning, cognitive and ethological theories, are briefly delineated. Developmental and situational factors related to curiosity are pointed out and individual differences among children's expressions of curiosity are probed. Correlates of curiosity, including intelligence, play, creativity, authoritarianism, anxiety and self-concept, are examined. The influence of situation and setting variations on curiosity, such as maternal absence, environmental deprivation, the presence of strangers, educational programs, group size, the opportunity to manipulate objects and object novelty, are reported. Findings show that adults can be instrumental in fostering and maintaining children's curiosity by being attentive, sensitive, and supportive of children's needs to explore, by answering children's questions informatively, and by displaying the positive characteristics of curious people. Areas for further research are indicated. (Author/RH)

ED 162 722 PS 010 022

**Documentation Report of the Child Development Associate Pilot Project at Bemidji State University.**

Bemidji State Univ., Minn. Child Development Training Program.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-Jun 76
Note-110p.; Presented to the Child Development Associate Consortium (June, 1976)
**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**
Descriptors-*Child Care Workers, Early Childhood Education, Educational Assessment, *Performance Based Teacher Education, Pilot Projects, Post Secondary Education, *Program Descriptions, *Program Development, Program Planning, Student Teacher Relationship, Teacher Role, *Training
Identifiers-*Child Development Associate, Minnesota (Bemidji)

This document reports on the development and functioning of the Child Development Associate (CDA) Pilot Project at Bemidji State University (BSU), Benudji, Minnesota. Section I addresses the following aspects of the BSU pilot: geographic setting, the training population, program response, beginning the pilot project, organizational structure, communication with the university and within the training area, recognition of the CDA credential at the state and local levels, and a budget overview for each of the 3 program years. Section II focuses on the initial planning stages of the pilot in the spring and summer of 1973. Issues discussed include competencies for teachers; role descriptions of candidates, field advisors, co-workers, agency administrative personnel and college representatives; methods of integrating academic work and field work; and alternative approaches for training. Section III presents statements by two affiliated members pertaining to an analysis of the educational implications of CDA for the traditional 4-year university program. Section IV discusses the field advisor model for CDA training. A position paper on the CDA approach is followed by sections on beginning training, the training process, final assessment of the CDA trainees, and the various roles of the field advisor in the training and assessment process. Section V presents suggestions for future trainers and includes an analysis of common situations encountered during training, specific suggestions to prospective trainers, affiliation with a college or university, and staff concerns about future training. Sections VI and VII provide a participant perspective and three Head Start directors' points of view on the CDA pilot project. Finally, comments by outside professionals are incorporated in Section VIII. Relevant CDA lists and questionnaires are appended. (Author/CM)

ED 162 723 PS 010 024

*Naegler, Robert Anderson, Rosalie*
**An Introduction to Self Concept. Learning Package 1.**
Bemidji State Univ., Minn. Child Development Training Program.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-76
Note-77p.; For Learning Packages 2-4, see PS 010 025-27
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Child Development, *Individual Development, *Instructional Materials, *Learning Modules, Preschool Children, Preschool Teachers, *Self Concept, Self Concept Tests, Self Esteem, *Self Evaluation, Teacher Improvement, Teacher Role

This instructional booklet is part of Learning Package #1 introducing self-concept development used in conjunction with the Child Development Training Program at Bemidji, Minnesota. This booklet is divided into 4 chapters and examines the following areas: (1) basic definitions and concepts of self; (2) how and why self development occurs; (3) awareness of one's own self concept and human potential; and (4) how to strengthen self concept in others via a helping relationship. The appendix provides suggested readings, a bibliography, and a package evaluation form. (The entire Learning Package #1 consists of this instructional booklet containing reading material and 15 written activities; readings from Building Self Esteem'' and The Transparent Self''; and two audiotapes: The Person of Tomorrow'' by Carl Rogers and Love in the Classroom'' by Leon Boscoglia. A pretest and posttest of one's own self-concept is included for personal use.) (SE)

ED 162 724 PS 010 025

*Lee, Joan And Others*
**Psychology: Development of the Young Child. Learning Package 2.**
Bemidji State Univ., Minn. Child Development Training Program.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-75
Note-42p.; For Learning Package 1, see PS 010 024; for Learning Packages 3 and 4, see PS 010 026-027
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Child Development, Cognitive Development, *Emotional Development, *Instructional Materials, *Learning Modules, Preschool Children, Preschool Teachers, *Self Concept, *Social Development, Teacher Behavior, Teacher Role

This instructional booklet is part of Learning Package #2 on self concept development and child behavior used in conjunction with the Child Development Training Program at Bemidji, Minnesota. The booklet is divided into 15 brief sections which emphasize: (1) techniques of observation and experimentation; (2) measurement of the readiness concept; (3) measurement of the conservation concept; (4) frustration in the context of personality development; (5) social development in solitary, parallel and cooperative play; (6) emotional development and the development of feelings of adequacy; (7) awareness of the effects of evaluative and behavior-specific comments on children; (8) awareness of how the teacher's feelings affect the children; (9) the concept of setting limits; (10) awareness of physical evidence of emotional discomfort in a child; (11) alternatives to offer a child to help him or her cope with negative feelings; (12) awareness and understanding of serious emotional problems in children; (13) how to direct behavior; (14) how to assess a child's development; and (15) information on behavior checklists. Also included are 14 written activities, a list of suggested readings, references, and a package evaluation form. (The entire Learning Package #2 consists of this instructional booklet; readings from ``The Psychological Development of the Child'' and ``Understanding Young Children: Emotional Development and Disabilities''; and the Portage Project Checklist on socialization and cognitive development in children.) (SE)

ED 162 725 PS 010 026

*Anderson, Stephen C. Lauber, Lyle C.*

**The Family: Development of Self in Children. Learning Package 3.**

Bemidji State Univ., Minn. Child Development Training Program.

Spons Agency-Office of Child Development (DHEW), Washington, D.C.

Pub Date-76

Note-93p.; For Learning Packages 1 and 2, see PS 010 024-25; for Learning Package 4, see PS 010 027

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Child Development, Child Rearing, Communication Skills, *Family Relationship, Family Structure, *Instructional Materials, *Learning Modules, *Parent Education, Parent Role, Preschool Teachers, *Self Concept, Self Esteem, Teacher Role, Values

This instructional booklet is part of Learning Package #3 on self-concept development used in conjunction with the Child Development Training Program at Bemidji, Minnesota. This booklet is intended to help the parent to be aware of family processes and how one's self-concept affects those processes, and to develop skills in relating to their children. The booklet is divided into nine sections and emphasizes: (1) how the family contributes to the child's growth and development; (2) differing family values; (3) self-defeating patterns of parenting; (4) understanding the goals of children's behavior; (5) understanding interactions within the family structure; (6) principles of child-rearing: the democratic model; (7) teaching responsibility to children; (8) communication between parent and child; and (9) building self-esteem in the family. Also included are a list of suggested readings and a package evaluation form. (The entire Learning Package #3 consists of the instructional booklet containing reading materials and 16 written activities, various book selections and an audiotape entitled Under Stress: Keeping Children Safe.'') (SE)

ED 162 726 PS 010 027

*Gartrell, Dan*

**Self Concept Development and the Teacher-Child Relationship. Learning Package 4.**

Bemidji State Univ., Minn. Child Development Training Program.
Spons Agency-Office of Child Development (DHEW), Washington, D.C.
Pub Date-75
Note-63p.; Filmed from best available copy; For Learning Pakcages 1-3, see PS 010 024-26
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Child Development, Childhood Needs, *Instructional Materials, *Learning Modules, Preschool Children, Preschool Teachers, *Self Concept, Social Development, *Student Teacher Relationship, Teacher Attitudes, *Teacher Influence, Teacher Role

This instructional booklet is part of Learning Package #4 on the teacher's role in children's self concept development used in conjunction with the Child Development Training Program at Bemidji, Minnesota. The booklet is divided into four chapters which discuss: (1) the importance of the teacher-child relationship in relation to self-fulfilling prophecy, the child's self concept, and the uniqueness of each child; (2) the effects of two different teachers and their personal qualities and attitudes on the development of the same child; (3) how to develop a healthy, helping teacher-child relationship by observing the child, by interacting with other teachers and the family of the child, and by talking and listening to the child; and (4) how to meet the basic needs of the child in preschool activities, using some teaching practices that facilitate the child's personal and social development. Each chapter includes two or more written activities. Also included are a list of suggested readings and a package evaluation form. (The entire Learning Package #4 consists of this instructional booklet and readings from three other books: Observing and Recording the Behavior of Young Children,'' Teacher and Child,'' and Self Concept and School Achievement.'') (SE)

ED 162 727 PS 010 084

*Gold, Jane R. Bergstrom, Joan M.*

**Checking Out Child Care: A Parent Guide.**

Day Care and Child Development Council of America, Inc., Washington, D.C.

Pub Date- 74

Note-31p.

Available from-Publications Service, Day Care and Child Development Council of America, Inc., 1012 - 14th Street, N. W., Washington, D.C. 20005 ($0.75, plus $1.00 postage and handling)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Child Care, *Day Care Programs, *Guidelines, *Informal Assessment, Parent Education, *Selection

Identifiers-*Caregivers

This booklet offers guidelines for parents on how to assess aspects of caregiver competency and program environment that indicate quality child care. Issues briefly discussed include: (1) types of day care available; (2) choice of home-based versus center-based care; (3) caregiver characteristics such as warmth and responsiveness, encouragement of intellectual growth, respect for individual needs, and good discipline techniques; (4) program characteristics such as emotional climate, adult-child ratio, safety, organization, and equipment; and (5) danger signals. (JMB)

**Foster Parents' Handbook. Volume I: General Information.**

Alaska State Dept. of Health and Social Services, Juneau. Div. of Social Services.
Report No.-DSS-78-03
Pub Date-Feb 78
Note-63p.
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Adolescents, Child Advocacy, *Child Rearing, Child Responsibility, *Child Welfare, *Foster Children, *Foster Family, *Foster Homes, *Parent Child Relationship, Problem Solving
Identifiers-*Alaska

In 23 brief chapters this handbook provides information about purposes, procedures, legal arrangements, interpersonal relationships and other topics related to foster child care in Alaska. Chapters 1 through 3 are introductory. Chapter 4 gives information concerning Foster Parent Associations and includes a member recruitment form. Chapters 5 through 10 relate background information on such subjects as the nature and purposes of foster care, the procedures followed in child placement, and the rights and duties of parties to the foster care arrangement. Chapter 10 suggests guidelines for the first foster parent contact with the child. Chapters 11 through 16 are designed to help foster parents understand both the child and the foster home situation. The effects of separation on the child are described, and suggestions are made to help foster parents deal effectively with the child's feelings. Guidelines for handling everyday concerns such as discipline, household duties, medical care and religious training are provided. Also discussed are problems of adolescent foster children, emergencies, the child's contact with his family of origin, and the effects of foster care on the foster family. Chapters 17 through 22 deal with issues of confidentiality of information, liability insurance, relocation of residence, termination of the foster care agreement, adoption and death of the foster care child. Chapter 23 consists of various appended materials: an anti-discrimination statement, a list of 24 books with brief annotations for foster children of various ages, and lists of 77 books and articles on diverse topics for foster parent self-education. (RH)

**Foster Parents Handbook.**
North Dakota State Board of Social Service, Bismarck.
Pub Date-78
Note-56p.; Reprint
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-Agency Role, Child Advocacy, Child Welfare, Financial Support, *Foster Family, *Foster Homes, *Guides, Parent Associations, Parent Education, *Parent Responsibility, *Parent Role, Placement

A wide range of information pertaining to foster care and the role of foster parents is presented in this handbook. The nature of and the need for foster care are discussed briefly. Specific information is presented on the relationship of foster children to their parents, the court, their custodian and their guardian, and the process of becoming a foster parent (recruitment, the application process, screening, and foster parent education) is discussed. The rights and responsibilities of the social worker/agency, foster parents, and natural parents are delineated, with the importance of teamwork highlighted. The placement procedure is described in detail including preparation for placement, suggestions for facilitating successful adjustment to placement, and what happens when a placement proves unsuccessful. Specific financial information is provided on foster care payment rates, income tax, medical and educational costs, and foster parents' liability insurance. Several aspects of providing care for the foster child are discussed, including discipline, religion, confidentiality, subsidized adoption, and complaints. Foster parent associations are discussed briefly. Appendices include copies of various forms involved in the process of becoming a foster parent and a book list recommended for use with foster children. (JMB)

*Carpenter, Phoebe And Others*

**The Program Audit Process of Rate Justification in Fixed Rate Purchase of Child Care Services. (An Alternative to the Cost Reporting/Cost Analysis Process of Rate Justification).**

Community Coordinated Child Care (4-C) for Central Florida, Inc., Orlando.

Pub Date-Sep 78

Note-33p.; Supplement to PS 010 021

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Accountability, *Check Lists, *Child Care Centers, *Cost Effectiveness, *Day Care Services, Early Childhood Education, Educational Facilities, Performance Criteria, *Program Evaluation

This guide provides an instrument for determining the cost effectiveness of child care centers. An assessment checklist covering child care center features in the areas of physical facilities, program experience and administration (including every aspect of the minimum Florida licensing standards) is presented. The checklist was designed for monitoring child care centers in which funded children have been placed, and can be used not only for accountability to funding sources, but also for indicating to centers the program elements required by the purchaser. Each center assessed is assigned a particular checklist score. Scores are then graphed with the various weekly rates of the assessed centers. When the minimum acceptable score and the maximum possible weekly rate are established by the purchaser, the graph of assessed centers reveals which centers are or are not acceptable. It is suggested that this assessment process is better than assessment which emphasizes reports of actual expenditures. The checklist assessment procedure may be modified to chart either preschool, infant care or after school services. (Author/RH)

ED 162 731　　　　　　　　　　　　　　PS 010 191

*Chadima, Steven And Others*

**Childcare and Preschool: Options for Federal Support.**

Congress of the U.S., Washington, D.C. Congressional Budget Office.
Pub Date-Sep 78
Note-75p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($2.50)
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-*Child Care, *Day Care Services, *Federal Aid, *Federal Programs, Labor Force, Mothers, *Preschool Education, *Public Policy, Tables (Data)

This paper, requested by the Senate Committee on the Budget, examines child care arrangements and federal programs that support day care and preschool activities. General information is provided to enable one to make an informed choice from among a variety of budgetary and legislative choices related to federal support and child care and preschool education. Chapter II describes current child care arrangements made by families and examines the major factors that affect those choices. The third chapter describes the current federal programs that support child care and preschool. Chapter IV focuses on child developmental issues, including an examination of the developmental impacts of current federal programs. The fifth chapter focuses on the labor force participation of mothers, including current trends in participation and the impact of child care on employment decisions. Finally, Chapter VI describes the costs and possible effects of a variety of changes to current federal child care policy. Included in this chapter is an analysis of the impact on child care services of the Administration's welfare reform proposal. (Author/MP)

ED 162 732 PS 010 211

*Rosenthal, Miriam K.*

**Developing Leadership for Integrated Early Childhood Programs in Israel.**

Pub Date-78
Note-19p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Administrator Education, *Child Care Occupations, Day Care Services, *Early Childhood Education, Leadership Training, *Professional Continuing Education, Program Descriptions, *Program Development
Identifiers-Israel

This report presents the rationale, scope, and implementation of an innovative early childhood education leadership training program in Israel designed to improve child care services in development towns and among the disadvantaged. The program aim is to focus attention on the importance of replacing the prevailing custodial care with integrated services and programs which address both educational and social concerns. University graduates from a variety of educational and experiential backgrounds were selected for an additional year of university level classwork and supervised field work in the basic areas of child development, parents and family life, the training of paraprofessionals, and community resources. The goal of the program's curriculum is to train a person who is sensitive to individual and group needs (to children, parents, staff and other community agents); who knows how to assess these needs and to make, implement and evaluate plans to meet them; and who can develop professionally in the process. Most graduates of the program are involved in establishing a variety of innovative and experimental child care programs. The university program is described in terms of curriculum and goals and the impact of the program is informally assessed. Implementation problems are indicated and briefly discussed. (Author/RH)

ED 162 733 PS 010 212

*Ashby, Gerald And Others*

**SPAN Playgroups for Geographically Isolated Pre-School Children: Theoretical Basis and Strategies.**

Queensland Dept. of Education, Brisbane (Australia).

Pub Date-76

Note-20p.; No. 5 in a series on the evaluation of the Queensland Pre-School Correspondence Program

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Literature Reviews, *Parent Participation, *Peer Groups, *Preschool Children, Preschool Education, *Pretend Play, *Rural Education, Social Development, Social Isolation

Identifiers-*SPAN Playgroups

This report reviews research related to effects of the amount and quality of early peer group interaction on the social and cognitive development of young children and briefly describes a preschool playgroup program for geographically isolated Australian families. Research suggests that children from isolated rural areas may perform more poorly academically and socially partly because of lack of a readily accessible peer group with whom to engage in sociodramatic play. To further facilitate their children's development, parents of children enrolled in a preschool correspondence program are encouraged to form playgroups with other parents of preschool children in their area. Child-centered and parent-centered objectives of the preschool playgroups are listed. Directions for program support activities are suggested. (Author/RH)

ED 162 734 PS 010 214

**Obstetrical Practices in the United States, 1978. Hearing Before the Subcommittee on Health and Scientific Research of the Committee on Human Resources, United States Senate, Ninety-Fifth Congress, Second Session.**

Congress of the U.S., Washington, D.C. Senate Committee on Human Resources.

Pub Date-17 Apr 78

Note-187p.; Not available in hard copy due to small print size on many pages; Pages 87-129 of the original document are copyrighted and therefore not available and not included in the pagination

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Birth, Changing Attitudes, *Hearings, *Medical Care Evaluation, *Perinatal Influences, *Pregnancy, *Prenatal Influences

Identifiers-*Congress 95th

This document presents the proceedings of a U.S. Senate subcommittee hearing on obstetrical practices in the United States. Specific issues examined include the use of fetal monitors, the increasing rate of cesarean sections, elective induction of labor, and the use of drugs in pregnancy and labor. Information is presented in the form of statements and testimony by expert witnesses, articles and publications, pertinent communications to and from subcommittee members and experts, and tables and charts. (JMB)

ED 162 735 PS 010 215

*Behr, George*

**Research Based Considerations for Effective Program Implementation.**

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Pub Date-Mar 78

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Educational Accountability, Educational Facilities, Educational Opportunities, Elementary Secondary Education, *Instructional Improvement, *Program Development, *Program Effectiveness, *School Administration, School Improvement, *School Schedules, School Systems, Time Blocks

This paper examines practices under school control that have an impact on the allocation and expenditure of instructional time, and offers research based considerations for effective program implementation. Research literature sources and data sets are used as a basis for examining: pacing of instruction, uses of common textbook instruction, productive instructional time, initiation of instruction at the beginning of the school year and placement of pupils for instruction. It is suggested that program implementation can be effective if it incorporates the movements toward minimal competency testing, individualized educational programs, increased dissemination of outcome-based instructional systems, and a general increasing desire for school accountability, as these movements force decisions concerning what to teach, given available resources. Three requisites for accountable schooling are established: (1) measurement instruments sensitive to the instructional programs and goals of the school; (2) measurement devices and procedures for describing the learning opportunities provided by the school (e.g., placement, time spent on instruction); and (3) a mechanism for gathering and making this information accessible to parties responsible for making decisions about and for the school. (Author/CM)

ED 162 736 PS 010 217

*Wright, Mary J.*
The U.W.O. Preschool Project. Final Report: Part 1. Program Evaluation: The Immediate Impact. Research Bulletin University of Western Ontario, London. Dept. of Psychology.
Spons Agency-Department of National Health and Welfare, Ottawa (Ontario).; Ontario Ministry of Community and Social Services, Toronto.
Pub Date-Jan 78
Note-76p.
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-*Cognitive Development, Cognitive Style, Cohort Analysis, Compensatory Education Programs, *Disadvantaged Youth, Economic Disadvantagement, Foreign Countries, Interpersonal Competence, *Preschool Children, *Preschool Programs, *Program Evaluation, *Social Development

This final program evaluation report assessing the University of Western Ontario Preschool Project examined the cognitive and social development of 60 high and low income preschool children to determine whether the program had had a compensatory educational effect on economically disadvantaged children. The data analysis focused on: (1) the children's social competence; (2) their motivational characteristics and cognitive styles; and (3) their intellectual and cognitive abilities. Results showed that the UWO program had been reasonably successful in achieving social development progress and IQ gains with both high and low income children, and that, for the low income children, the program had special compensatory value in the intellectual and cognitive areas. (SE)

ED 162 737 PS 010 220

*Butler, Annie L.*
**New Strategies for Early Childhood Education.**
Pub Date-Oct 78
Note-13p.; Paper presented at the First Meeting of the Education Section, World Future Society, University of Houston (Clear Lake City, Texas, October 22, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Adjustment (to Environment), *Early Childhood Education, *Futures (of Society), *Humanistic Education, Responsibility, Self Concept, Values

This paper focuses on the humanistic characteristics futurists predict will be needed by individuals who live in a more interdependent world and projects ways early childhood educators can teach children to deal with changing aspects of the world. Briefly discussed are teaching approaches for incorporating the coping and creative characteristics of young children into viable living skills for the future: (1) development of the child's self concepts; (2) development of the child's coping skills; (3) consideration of affect in the approach to teaching; (4) acquisition of a future focused role-image; (5) emphasis on interpersonal cooperation; (6) development of interpersonal skills; and (7) emphasis on working with parents. (SE)

ED 162 738 PS 010 226

*Mallory, Bruce L. Cottom, Carolyn*

**An Expanded Role for Public Schools: Community-Based Delivery of Comprehensive Health and Mental Health Services.**

Spons Agency-Vanderbilt Univ., Nashville, Tenn. Center for the Study of Families and Children.

Pub Date-Jun 77

Note-16p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Community Control, *Community Education, *Community Health Services, Community Responsibility, Federal Legislation, Interagency Coordination, *Mental Health Programs, Policy Formation, *Public Schools, *School Community Programs, School Community Relationship

This paper proposes that local public schools assume the locus of responsibility for providing comprehensive health and mental health services for children and their families. Among the advantages of school based delivery systems are the universality of public education, the availability of physical and human resources, established funding mechanisms and local control of operations. It is suggested that existing program and networks (such as community mental health centers, health agencies, and community education programs) lend themselves to the development of a system of physical and mental health services delivered through the schools with citizen participation in the decision-making process. Current state and federal legislation would require only slight modification to enable services to become school based. Services provided through the school system would vary depending on local values and needs, existence of other community services, cost, the roles of the caregivers and their vested interests, and the availability of technical assistance in implementing the system. The most important consideration is the need to develop varied delivery systems congruent with the divergent needs of urban, rural, and minority groups. (Author/RH)

*Fowler, William*

**Guides to Early Day Care & Teaching. Occasional Papers 18.**

Ontario Inst. for Studies in Education, Toronto.
Pub Date-78
Note-83p.; For abstract of related document, see PS 010 228
Available from-The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (Occasional Papers/18, no price quoted)

**Document Not Available from EDRS.**

Descriptors-*Child Care, *Child Development, Curriculum Guides, *Day Care Programs, Early Childhood Education, *Infants, Parent Teacher Cooperation, Play, *Teaching Guides, Toys

This practical guide to infant-child day care offers suggestions for teaching in three areas: basic care, free play and guided learning. The Basic Care section contains information on dressing, eating, and other routines. The Free Play section discusses arranging materials, fostering creative and conceptual learning, and supervising group play indoors and outdoors. The section on Guided Learning describes methods and materials for teaching children basic concepts through sensory motor play and for sequencing and monitoring the children's progress. This section also offers tabular curriculum guides on body image, transportation, and problem solving skills. Two additional sections discuss making homemade toys and give suggestions for working with parents. (Author/SE)

ED 162 740 PS 010 228

*Fowler, William Kahn, Nasim*

**Day Care and Its Effects on Early Development: A Study of Group and Home Care in Multi-Ethnic, Working-Class Families. Research in Education Series No. 8.**

Ontario Inst. for Studies in Education, Toronto.

Spons Agency-National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Educational Labs.; Ontario Ministry of Community and Social Services, Toronto.

Pub Date-78

Note-107p.; For abstract of related document, see PS 010 227

Available from-The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (no price quoted)

**Document Not Available from EDRS.**

Descriptors-Cognitive Development, *Comparative Analysis, *Day Care Programs, Early Childhood Education, *Early Experience, Emotional Development, Infants, Longitudinal Studies, Preschool Children, *Program Descriptions, *Program Evaluation, Social Development, Working Parents

Identifiers-*Group Day Care, *Home Care

This 5-year study involved the design, development and evaluation of a combined day care and parent guidance program for infants and preschool children, and included comparisons between participants' development from 6 months to 5 years of age and the development of a group of similar children reared entirely at home. Major elements of the parent and day care program, based at a municipal day care center, are described. These include the physical setting, teaching principles and techniques, curriculum, in-service training and program assessment procedures. Described in more detail are the major findings, which center on two aspects of the study: first, evaluating the characteristics of the day care program itself, including the patterns of caregiving and stimulation, the environment, and the interactions between caregivers and children; second, reporting enough main trends in parent and child development to evaluate the quality of the parent and day care program. Among the many implications discussed are the following: (1) given moderate levels of interpersonal care and cognitive stimulation, program infants thrived at least as well as home-reared children on measures of motivation and socio-emotional development and better than home-reared children on cognitive measures; (2) children in group day care did less well than home-reared children past age 3; (3) a regular program of parent guidance may considerably enhance the development of working-class children from all backgrounds. (Author/SE)

ED 162 741 PS 010 239

**America's Children: Bibliography on Children's Policy Issues in the United States.**

Carnegie Council on Children, New Haven, Conn.
Pub Date- 78
Note-16p.; Best copy available
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Adoption, *Annotated Bibliographies, Child Advocacy, *Children, *Child Welfare, Economics, Foster Children, Handicapped Children, Health, Institutions, Justice, Minority Group Children, *Public Policy, *Social Problems

Selected materials on children's policy issues in the United States are listed in this bibliography of more than 85 entries. Many entries are also annotated. Citations are organized into ten sections: (1) general issues, (2) economic issues, (3) society's institutions and the child, (4) juvenile justice, (5) minority issues, (6) handicapped children, (7) children's health, (8) children out of their homes, (9) public policy, and (10) children's advocacy. (JMB)

ED 162 742 PS 010 240

*Parke, Ross D. Sawin, Douglas B.*

**The Family in Early Infancy: Social Interactional and Attitudinal Analyses.**

Spons Agency-Grant Foundation, New York, N.Y.; National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date-Mar 77

Grant-MH-26701-01

Note-38p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, Louisiana, March 17-20, 1977)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Affective Behavior, *Family (Sociological Unit), Family Characteristics, Fathers, Infant Behavior, *Infants, *Interaction Process Analysis, *Longitudinal Studies, Mothers, Parent Attitudes, *Parent Child Relationship, Parent Participation, Sex Differences, Social Relations

This short term longitudinal study of parent-infant interactions over 4 months beginning at birth examines interrelations among patterns of interactive behavior, characteristics of the parents and infants, and parental attitudes, knowledge and feelings in relation to their infants. Forty sets of mothers and fathers were observed interacting with their infants in a feeding and play context in the newborn period in a hospital setting, at three weeks and at three months in a home setting. A 45 item questionnaire was completed by each parent at each time point. Results showed that: (1) both parents and infants regulate each other's behavior beginning as early as the newborn period; (2) fathers are active participants in interaction with their infants over the first several months of infant life; (3) early social interaction is better understood when parents are affirmed as cognitive organisms and are assessed for their attitudes and attributions about infants; (4) sex of the infant is a determinant of early parent-infant interaction; (5) parent behavior in the triadic family context clearly modifies the interaction patterns of both mothers and fathers. (SE)

ED 162 743 PS 010 245

*Hendricks, Meg Enk, Jean*
**Lighten Your Load with Volunteers: A Guide for Teachers, Administrations, Parents, and Community Volunteers.**
Pub Date-76
Note-50p.
Available from-Lyl, Inc., P. O. Box 15439, Long Beach, California 90815 (Paper, $3.98; 25 or more, $2.75 each)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Administrator Role, Guides, *Parents, Parent School Relationship, *Parent Teacher Cooperation, Rewards, Teacher Aides, *Teachers, Teaching Methods, *Volunteers, *Volunteer Training

This resource guide for teachers and administrators gives practical suggestions on ways to recruit, train, use and keep parent and community volunteers in the schools and classrooms. Pre-planning activities (workshops, rap sessions, and inservice meetings) for administrators and school staff are discussed. Techniques for recruiting parents and community volunteers and methods of overcoming problems relative to recruitment of vounteers are listed. General methods for training classroom volunteers are mentioned, and specific ``how-to'' training suggestions focus on such topics as general routines, reinforcement of a skill, using a game, managing a center or teaching a small group, tutoring, enrichment of study, interpersonal relationships, and supervising students. Specific ways of using the volunteer in the classroom, the school and the home are also listed. Tangible, semi-tangible, and intangible methods of rewarding volunteers are suggested as well as hints for overcoming some specific human relations' problems. (Author/SE)

ED 162 744 PS 010 247

**CDA Abstracts: Methods of Implementing CDA Training.**

University Research Corp., Washington, D.C., CDA Clearinghouse.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-78
Contract-105-77-1011
Note-27p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Child Care Workers, *Delivery Systems, Early Childhood Education, *Performance Based Teacher Education, Post Secondary Education, *Program Administration, Program Descriptions, Project Training Methods, *Training
Identifiers-*Child Development Associate, Program Implementation

This publication of the CDA Clearinghouse offers brief descriptive abstracts of 4 CDA programs which reflect CDA training criteria and have been judged to be usable in various programs and localities. Each abstract consists of a program overview and describes the implementation of each of the 6 CDA training criteria. The overviews discuss program administration, approach and delivery. Of the 4 programs described, 3 are university affiliated. The University of Tennessee CDA Training Program provides academic courses offered in cluster'' sessions at both the local agency and/or campus site and through field supervision. The Arkansas CDA Training Program at Arkansas State provides 100% field based, individualized, on the job training. The Westchester-Rockland Program Development Committee is not university administrated. Its field supervisors are mainly Head Start supervisory staff. The Arizona CDA Training Program at Central Arizona College has developed an individualized modular training system for the area's culturally and educationally diverse training population. Each program implements the CDA training criteria in various ways. CDA competency areas are listed and standard terms for the CDA Abstracts series are defined. (RH)

ED 162 745 PS 010 251

**Status of Day Care in Canada 1977: A Review of the Major Findings of the National Day Care Study 1977.**

National Day Care Information Centre, Ottawa (Ontario).

Spons Agency-Department of National Health and Welfare, Ottawa (Ontario).

Pub Date- 78

Note-27p.; In English/French; For earlier reviews, see ED 119 867 and ED 135 488

Language-English; French

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Child Care Centers, *Day Care Services, Early Childhood Education, *Family Day Care, *National Surveys, Research, Tables (Data)

Identifiers-*Canada

This survey, which continues research done each year since 1971, presents, in English, then in French, a general overview of day care services in Canada for the year 1977. Contents indicate rate of growth of day care services, age groups served, and variety and sponsorship of day care programs. Continuing need for a supervised day care program is indicated. (RH)

ED 162 746 PS 010 261

*Purnell, Mimi*
**Industry-Sponsored Child Care: A Question of Productivity.**
Texas Industrial Commission, Austin.
Spons Agency-Department of Labor, Washington, D.C.
Pub Date-Jun 77
Note-48p.; Not available in hard copy due to marginal legibility of original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Child Care, Costs, *Day Care Services, Demography, *Industry, Labor Turnover, *Personnel Needs, *Productivity, *Working Women
Identifiers-*Texas

This booklet discusses labor productivity in Texas industry as related to the increasing number of women and their need for child care. Information (in narrative and tabular form) is presented on: production costs and labor productivity, the recent influx of women into the Texas labor force, the social and economic characteristics of women in the Texas labor force, factors of productivity, child care as a function of increased productivity, and cost factors of child care. It is recommended that the possibilities of industry sponsored child day care services be further explored, and that ways of reducing costs and minimizing liabilities be studied. A sample questionnaire for exployees regarding their needs for child care is included in the appendices along with tabular and graph information. (SE)

ED 162 747 PS 010 262

*Fuchs, Marilyn Migdail, Sherry R.*

**Correlation of McCarthy Scale Scores with ERB Achievement Tests Over a Three and Four Year Interval.**

Pub Date- 77

Note-12p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Academic Achievement, Early Childhood Education, Elementary School Students, Longitudinal Studies, *Prediction, *Predictive Validity, Preschool Children, *Preschool Tests

Identifiers-*McCarthy Scales Of Childrens Abilities

This longitudinal study investigates the relationship between preschool children's ability test scores and their scores on achievement tests in 1st and 2nd grade. Subjects were 59 academically able children (27 boys and 32 girls, 4 black and 55 white) enrolled in an independent school. Children (mean age, 3 years, 9.8 months) were assessed with the McCarthy Scales of Children's Abilities. Each mean McCarthy Scale score obtained for the study children was within one standard deviation of the standardized means. When the subjects were in the 1st grade, Level 1, Form A of the Comprehensive Testing Program of the Educational Records Bureau (ERB) was administered. In the 2nd grade, Level 2, Form B was used. Pearson correlation coefficients indicated that correlations between McCarthy Scale scores and 2nd grade achievement test scores were larger than the correlations between McCarthy Scale scores and first grade achievement test scores. While additional studies of the relation between the McCarthy Scales and achievement measures are needed, the study adds support to the notion that the McCarthy Scales are valid predictors of school achievement. (Author/RH)

*Zastrow, Charles H.*
**Outcome of Black Children White Parents Transracial Adoptions.**
R and E Research Associates, Inc., San Francisco, Calif.
Pub Date-77
Note-142p.
Available from-R & E Research Associates, Inc., 936 Industrial Avenue, Palo Alto, California 94303 (Paper, $10.00)
**Document Not Available from EDRS.**
Descriptors-*Adoption, *Blacks, *Caucasians, Interviews, Parent Attitudes, *Parent Reaction, *Race Relations, Racial Attitudes
Identifiers-*Intraracial Adoption

This dissertation aims to identify the specific satisfactions derived and difficulties encountered by white parents who adopted a preschool-aged Black child, and to assess the overall outcome of white couples-black children adoptions. Two groups; a group of 82 white parents who adopted a Black child, and a matched comparison group of white parents who adopted a child of their own race, were formed. Data were obtained through family interviews and from adoption records. Specific interview questions addressed satisfactions and difficulties of parents, reactions of friends and strangers, anticipations of future problems, and suggestions for improvement of adoption procedures. Results indicate that transracial placements are as successful, in terms of parents' satisfaction with their adoptive experience, as intraracial placements. A review of prior studies of the characteristics of adoptive families is included. Interview forms for both groups of parents are appended. (Author/RH)

ED 162 749 PS 010 267

*Hertz, Thomas W., Ed. Dennis, Deborah Ellis, Ed.*
**Child Development Within the Family Evolving New Research Approaches.**
George Washington Univ., Washington, D.C. Social Research Group.
Spons Agency-Department of Health, Education, and Welfare, Washington, D.C.
Pub Date-Aug 78
Contract-HEW-105-78-1300
Note-64p.; Proceedings of a conference sponsored by the Interagency Panel on Early Childhood Research and Development (Washington, D.C., June 5-6, 1978)
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-*Child Development, *Child Development Specialists, Children, Conference Reports, Information Needs, Research Design, *Research Needs, *Research Opportunities, *Research Utilization, *Social Influences

In a conference convened to evolve new research approaches to the study of child development within the family, workgroups discussed emerging issues and priorities in research on children and families, information on children and families (needs and sources), and current methods and approaches in child development research. Workgroup I evaluated many approaches to family studies and assigned high priority to the study of care, continuity, and child identity functions of families. Workgroup II advocated the construction of a centralized archive or consortium of archives of data sets with facilities and staff for on-site use of data and support services; discussed the standardization of data set formats and the effect of theoretical perspective on data collection and presentation; and formulated a list of discussants' data needs. Workgroup III discussed the secondary analysis and synthesis of independent studies; cross disciplinary research on children and families; need for better techniques for generalization and prediction; balance between large and small scale studies; more encompassing evaluation of research projects; and more adequate conceptual models of child development which focus on the child's larger social context and its interactional outcomes. Also included: the text of the key note address (which explored the role of research in relation to welfare reform and suggested new directions for research), roundtable discussion, plenary session discussion and participants' names. (Author/RH)

ED 162 750 PS 010 269

*Antonucci, Toni Levitt, Mary*

**Infant Attachment Patterns at Seven Months as Predictors of Attachment Classification at Thirteen Months.**

Pub Date- 77

Note-26p.; Draft

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Attachment Behavior, *Behavior Development, Behavior Patterns, *Infant Behavior, Infants, *Parent Child Relationship, Research, *Stranger Reactions

This study identifies elements in the attachment behaviors of 7-month infants which predict the quality of their attachment to their mothers at 13 months. At 7 months 147 infants were observed (and videotaped) during a free play period with their mothers present, during a separation from their mothers and then during a reunion period. At 13 months 47 of the infants were observed under conditions which elicited attachment behaviors by increasing stress through alternating separation, stranger present and mother present conditions. Observers judged infants as either unattached, securely attached, or insecurely attached. It was hypothesized that infant behaviors during separation and reunion periods at 7 months would most reflect the quality of the infant's later attachment behavior, and that patterns of early infant behavior would predict later attachment classification better than would discrete variables. Infant patterns at 7 months were identified through factor analysis of separation and reunion behaviors. A multiple regression analysis, with 7 month factor scores as predictor variables and 13 month attachment classifications as the criterion variable, was performed. Results supported the hypotheses. Securely attached 13-month-old infants had tended to look at, play with and especially touch their mothers during reunion at 7 months. (Author/RH)

ED 162 751 PS 010 270

*Firestone, Philip And Others*

**Are Fathers Necessary in Parent Training Groups?**

Pub Date- 77

Note-22p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Behavior Change, *Behavior Problems, Behavior Rating Scales, Family Problems, Fathers, Hospitals, Mothers, Parent Child Relationship, *Parent Participation, *Problem Children, Program Costs, *Psychological Services, Research

Identifiers-*Canada

This report describes an attempt to implement a cost-effective social learning intervention program for home use in which behavior modification techniques were taught to parents of 12 conduct-problem children (ages between 3 and 11 years) by psychologists at the Children's Hospital of Eastern Ontario. Mother and father and mothers-only treatment groups plus a control group were formed. Six families participated in each group. Core features of the intervention were the rating of the child by parents and teachers, the teaching of social learning principles to parents, teaching parents how to pinpoint and chart behavior problems, and establishing parent-child contracts involving behavior rewards and punishers. Each family in a treatment group spent an average of 11.5 hours in treatment. Comparisons of pre-treatment, post-treatment and follow-up data from behavior rating scales were made. Extension of the home intervention to school settings was attempted with 4 children. Significant decreases in problem behaviors were reported on behavior rating scales completed by parents in the treatment groups compared with controls. The children in the mothers-only and mother and father groups fared equally well. Follow-up data revealed that these positive changes were maintained. Means of teacher ratings of treatment groups were in the direction of improved behavior, but no generalization of affects can be made. (Author/RH)

*Toledo, Jose R. And Others*
**Motor Vehicle Related Child Deaths: A Plea for Action.**
North Texas State Univ., Denton. Center for Safety and Accident Prevention Research.
Spons Agency-Texas State Dept. of Highways and Public Transportation, Austin.
Pub Date- 78
Contract-78-06-56-B-2-AC
Note-14p.; May be marginally legible due to light print
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Accident Prevention, Children, Infants, *Motor Vehicles, Parent Responsibility, *Physicians, *Safety Education

This paper reviews the literature concerning motor related child deaths, emphasizes that automobile related incidents are the major cause of death in children below 14 and over 1 year of age, and provides suggestions about what pediatricians can do to reduce highway fatalities among children. Special attention is given to investigations of the use of safety devices in motor vehicles. Research indicates that making the wearing of seat belts mandatory by statute somewhat alleviates fatality, although most drivers do not regularly use their seat belts. Problems of alternate restraining devices are discussed. Pediatricians can facilitate the protection of children by asking parents during well-baby care office visits about the type and level of use of child restraining devices they have and by prescribing an appropriate device when necessary. (Author/RH)

ED 162 753 PS 010 275

*Firestone, Philip Martin, Jaclynn E.*

**An Analysis of the Hyperactive Syndrome: A Comparison of Hyperactive, Behavior Problem, Asthmatic and Normal Children.**

Spons Agency-Ontario Mental Health Foundation, Toronto; Ontario Ministry of Health, Toronto.

Pub Date- 78

**Grant-OMH-DM-304; EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Asthma, *Attention, *Behavior Problems, Children, *Clinical Diagnosis, *Hyperactivity, Measurement, Motor Reactions, Reaction Time, Research, Self Control

This study attempted to identify cognitive and behavioral deficits which might be unique to hyperactive children. Fifty children between the ages of 5 and 12 were subjects of the investigation. Four experimental groups were formed: Hyperactive (HA), Behavior Problem Children (BP), Severely Asthmatic Children (AC), and Normal Control Children (NC). Several commonly used paper and pencil tests measuring variables related to impulsiveness, attention and motor inhibition were administered individually. Reaction time measures were taken while the subject was seated on a stablimetric cushion which automatically recorded gross motor activity. Results suggest that hyperactive children are more inattentive, more impulsive, and more easily frustrated than normal children. They also appeared more active than the controls. The BP group was similar to the HA group on all but 3 measures. BP children shared deficits in impulse control but not the HA group's attentional problems. The AC group performed as poorly as the HA group on several measures. Asthmatic children shared deficits in impulse control and motor inhibition with HA children, but did not share their problems with attentional processes. The only deficit unique to the HA group was that of attention. (Author/RH)

ED 162 754 PS 010 276

*Kleiber, Douglas A.*
**Games and Sport in Children's Personality and Social Development.**
Spons Agency-Saint Cloud State Univ., Minn. University Research Committee.
Pub Date-Sep 78
Note-81p.
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-*Athletics, Competition, Elementary Education, *Elementary School Students, *Games, Literature Reviews, Motivation, *Personality Development, Play, Research, *Social Behavior, *Social Development, Sociometric Techniques
Identifiers-*Organized Sports

This study develops an action research approach to the investigation of children's games and sports activities. Eight hypotheses concerning the differential effects of participation in organized sports and participation in child-directed games are generated from a review of theory and research. Hypothesis 1 postulates that participation in organized sports will be negatively related to participation in child-directed games. Additional hypotheses probe the relation of game and sport participation to prosocial behavior, self-esteem, persistency, tolerance for ambiguity, locus of control, machiavellianism, and creativity. Several instruments were developed and modified for data collection among a sample of 170 male and 174 female subjects in 3 elementary schools. Analysis of variance, correlation and regression techniques were used to analyze the data. Hypothesis 1 was not supported. Three additional hypotheses received no support, while 4 of the hypotheses received either partial or moderate support within age-sex sub-sets of the sample. A follow-up study of the effect of sports participation on personality development found a tendency for nonparticipating females to become less machiavellian. Conclusions as well as implications for research and practice are advanced. (RH)

ED 162 755 PS 010 277

*Guralnick, Michael J.*

**Early Intervention and the Integration of Handicapped and Nonhandicapped Children.**

Pub Date-78
Note-302p.
Available from-University Park Press, International Publishers in Science and Medicine, 233 East Redwood Street, Baltimore, Maryland 21202 ($16.50)

**Document Not Available from EDRS.**

Descriptors-Classroom Research, Day Care Programs, Deaf Education, Educational Environment, *Handicapped Children, Interaction Process Analysis, *Intervention, *Mainstreaming, *Normalization (Handicapped), Open Education, Peer Relationship, Peer Teaching, *Preschool Education, Socialization, Summative Evaluation, Therapeutic Environment

This collection of 11 articles focuses on integrating handicapped and nonhandicapped children in preschool programs. Article 1 presents arguments for preschool integration. Article 2 discusses research on peer interaction and mixed-age socialization. Article 3 advocates a behavior analysis and operant conditioning approach to studying and influencing peer interactions. In Article 4, four preschool model programs behavioral, normal developmental, cognitive developmental and cognitive learning are described. Article 5 specifies dimensions of integrated preschool programs which promote development of handicapped children. In Article 6, the feasibility of training young delayed children to imitate behavior of nondelayed classmates is discussed. Article 7 reports studies of an integrated, cognitively oriented preschool program. Article 8 reports on integration in a day care center. Article 9 discusses integrating the hearing-impaired child. In Article 10, the mainstreaming of handicapped preschool and kindergarten-age children into open structure classrooms is described. Article 11 describes the merger of a mental retardation agency's early education services with community preschool programs. (Author/RH)

ED 162 756 PS 010 278

*Robinson, Halbert B. And Others*

**Identification and Nurturance of Extraordinarily Precocious Young Children. Annual Report to the Spencer Foundation (Granting Period: September 1977 through August 1978).**

Washington Univ., Seattle. Child Development Research Group.
Spons Agency-Spencer Foundation, Chicago, Ill.
Pub Date- 78
Note-99p.; For 1976-77 Annual Report, see ED 151 095; Appendix A2 of this document may be of marginal legibility due to color paper
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-Elementary Education, *Exceptional Child Education, *Exceptional Child Research, *Gifted, *Intellectual Development, *Intervention, Longitudinal Studies, Preschool Education, *Social Development, Talented Students

The intellectual and social abilities of young precocious children and the effects of educational interventions on these children are examined in this third year report of a longitudinal study of the developmental patterns of unusually precocious children. The report focuses on several studies conducted with preschool and elementary school age children during the 1977-78 granting year. Included are a brief overview of the project structure; test performance results for the 1977-78 year, (including cognitive, social, and personality factor data); descriptions of 3 educational intervention programs studied, and a report on the current status of the longitudinal study's focal group of extraordinarily precocious'' children. The appendices which comprise approximately half the documents contain program information and related letters and brochures as well as 3 papers describing the identification of intellectual precocity in young children, social development in intellectually advanced children, and the tenets of the Early Entrance/Optimal Match Program. (Author/SE)

ED 162 757 PS 010 279

*Karnes, Merle B. Franke, Barbara*
**Family Involvement.**
Illinois Univ., Urbana. Inst. for Child Behavior and Development.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Nov 78
Grant-OEG-00-77-00922
Note-89p.
Available from-Publications Office, Institute for Child Behavior and Development, University of Illinois, 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog #1403.012, $5.00)
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-Bibliographies, *Educational Programs, Evaluation, *Family Involvement, *Handicapped Children, Manuals, Objectives, *Parent Teacher Cooperation, *Planning, *Preschool Children, Resource Materials
Identifiers-Project PEECH

The principles and procedural guidelines of the ``Precise Early Education for Children with Handicaps'' (PEECH) family involvement program are described in this training manual for teachers and parents of preschool handicapped children. Principles of the PEECH approach for involving families in teaching skills to their children are grouped as Positive, Flexible, or Individualized tenets. To clarify the direction of the individual family program, a Family Involvement Planning Guide is included which offers goals and related activities designed (1) to help parents improve parenting skills and (2) to help family members become better teachers of their children. Also included are: sample newsletters, a resource bibliography for parents and staff, a list of books for parents on activities and ideas for play, a list of books for children, a list of cassette tape topics about children for parents, instructions on tape script writing, a list of teaching methods for presenting lessons, and samples of procedures and forms that can be used for planning and documenting contacts and obtaining feedback on the effectiveness and usefulness of the activities in which family members have been involved. (Author/SE)

ED 162 758 PS 010 280

*Finkelstein, Neal W. And Others*

**Illness and Social Behavior in Infancy.**

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date-Aug 78
Grant-NICHHD-PO-HD09130
Note-16p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 28-September 1, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Day Care Services, Infant Behavior, *Infants, *Physical Health, Research, *Social Behavior, Teacher Behavior, *Teacher Influence
Identifiers-Illness

The effects of minor illness on infants' social behavior were studied among disadvantaged infants who attended a day-care program. Twelve infants aged 4 172 to 6 months were observed once while playing alone and once while interacting with their teachers each week for 6 weeks. A time-sampling procedure was used to record frequencies of vocalizations, visual regard, touching, toy manipulation and infant's crying. Infant health status on the days of observation was determined by a pediatrician who reviewed medical records after the observational data were collected. Paired t-tests were used to compare behavior while infants were ill and well. In the playing alone situation, none of the differences between ill and well conditions for any of the measures were significant. In the teacher interaction situation, during illness infants vocalized significantly less and were responded to by teachers significantly less than when the infants were well. Results suggest that mild illness had no effect on infants' behavior. Since the effects in the illness condition appeared only in the teacher interaction situation the change in infant vocalization may have resulted from changes in teacher behavior rather than illness. It is suggested that teacher expectations may lead to unnecessary reductions in the level of social stimulation when children are ill. (Author/RH)

ED 162 759 PS 010 281

*Rothschild, Maria Stupp*

**Public School Center vs. Family Home Day Care: Single Parents' Reasons for Selection.**

Pub Date-78

Note-99p.; Master's Thesis, San Diego State University

**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**

Descriptors-*Child Care Centers, *Day Care Services, Early Childhood Education, *Family Day Care, *One Parent Family, *Parent Attitudes, Q Sort, Research, Selection

This study investigates the reasons single parents in San Diego had for choosing either a public day care center or a licensed day care home for their children. A sample of 30 single parents with children in school district administered children's centers was drawn and matched by a similarly geographically distributed sample of 23 parents with children in day care homes. Thirty reasons which might influence parent's choice of child care were used in a Q-sort instrument which required subjects to rank reasons for choosing child care. Data were processed by frequency distribution and clustering and analyzed for significant differences using Kolmogorov-Smirnov statistic, Chi-square and Student-Fisher t. Results indicated that parents did not choose their child care for reasons which were either child-oriented or parent-oriented; nor did those reasons influence choices between public school day care centers and licensed day care homes. It was found that single parents chose their child care because the facility offered a structured program with a well-trained, competent staff focusing on the needs of the child, easy access in terms of nearness to home and flexibility of hours, and an environment which provides an extension of the home. (Author/RH)

ED 162 760 PS 010 282

*Scott, Ralph*

**Home Start: How a Home-Based Preschool Program Raised Black Achievements.**

Pub Date-Aug 78
Note-10p.; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 28 - September 1, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Academic Achievement, Achievement Gains, Blacks, Caucasians, *Disadvantaged Youth, *Home Programs, Home Visits, Infants, *Intervention, Longitudinal Studies, Low Achievers, Preschool Children, *Preschool Programs, Research
Identifiers-*Project Home Start

This presentation discusses longitudinal results of a home-based program for low SES black and white children whose parents received weekly visits designed to chart children's individualized enrichment when they were from 2 to 5 years of age. The program drew upon school and community resource personnel when appropriate, to provide parents with help on medical and nutritional questions. Approximately one-third of all participating children were identified as having physical, social or emotional needs requiring referrals to at least one community agency. For subjects without physical, social or emotional problems, attention centered on intellectual development. Individualized enrichment was built around an integration of each child's interests and results of periodic diagnostic evaluations obtained through an achievement oriented preschool test. Third grade achievement test scores on the  Iowa Test of Basic Skills'' found participating black children outperforming their older and non-Home Start siblings by significantly higher scores on 11 of the  ITBS'' subtest measures; no significant differences were obtained with participating white children and their non-program siblings. Results indicate that, especially for black children, home-based preschool enrichment may more effectively promote growth in math and basic skill areas related to Cattell's crystallized intelligence, with more limited enrichment effects in language-linked subject areas such as vocabulary and reading. (Author/RH)

*Vandenberg, Brian*

**The Role of Play in the Development of Insightful Tool-Using Strategies.**

Pub Date-Aug 78
Note-24p.; Filmed from best available copy; Paper presented at the Annual Meeting of the American Psychological Association (86th, Toronto, Canada, August 28 - September 1, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Age Differences, Behavior Development, *Elementary School Students, *Object Manipulation, *Play, *Preschool Children, *Problem Solving, Research

This experiment investigates the relation of a free play experience to subsequent performance on problem solving tasks among children aged 4 to 10. Ninety children were divided into 3 age groups and were assigned in pairs of free play and non-play treatment conditions. Children were paired by block design test scores to control for perceptual motor differences. In the free play condition children were placed in the task setting and allowed to manipulate the experimental material. Free play behavior was quantified by checklist guided observation. Children in the non-play condition were asked a series of questions about the materials. After treatments were individually administered, the child was given 2 tasks to perform. The most difficult task required the child to join sticks to get a colored block located behind a transparent barrier. The less difficult task required that the child remove a sponge from a transparent pipe. Increasingly informative hints were provided as required. Among the results it was found that the combined play group performed significantly better on the more difficult task. The 6- and 7-year-old children appeared to benefit most from the free play treatment. No relation was found between the number of acts performed in the free play condition and subsequent task performance. (RH)

ED 162 762 PS 010 297

*Laosa, Luis M.*

**Maternal Teaching Strategies and Field Dependent-Independent Cognitive Styles in Chicano Families.**

Educational Testing Service, Princeton, N.J.

Spons Agency-National Institutes of Health (DHEW), Bethesda, Md. Div. of Research Resources.; Spencer Foundation, Chicago, Ill.

Report No.-ETS-RB-78-12

Pub Date-Sep 78

Grant-RR-05729-02

Note-58p.

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-Child Development, *Cognitive Style, Individual Differences, *Kindergarten Children, *Mothers, Parent Child Relationship, Sex Differences, *Spanish Americans, *Teaching Styles

Identifiers-*Chicanos, *Field Dependence Theory

Field-dependent and field-independent cognitive styles of Chicano mothers were examined in relation to: (a) the role that cognitive styles play in determining individual differences in maternal teaching strategies; (b) the role of maternal teaching strategies as mediators of children's development of cognitive style; (c) the emergence of field dependence-independence as a coherent construct of cognitive style in young Chicano children; and (d) cognitive style sex differences in young Chicano children. Forty three Chicano mothers were observed, in their homes, teaching cognitive perceptual tasks to their own 5-year-old children, and each mother and child was administered a battery of measures to assess field dependence-independence. Among the results discussed was the finding that field-independent mothers used inquiry and praise as teaching strategies and field-dependent mothers more frequently taught through modeling. Also, the contrasting tendencies toward greater or less self-nonself segregation and their cognitive and personality sequelae enter into the mother's choice of teaching strategies. It was found that each mother teaches her young child using the type of strategy that is likely to stimulate in the child the development of a cognitive style similar to her own. In addition, a coherent construct of field dependence emerges somewhat earlier in female than in male Chicanos. (Author/SE)

ED 162 763 PS 010 305

*Burdon, Barry E. Teasdale, G. R.*
**Construction of an Infant and Preschool Developmental Record. Final Report.**
Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date-78
Note-195p.
**EDRS Price MF-$0.83 HC-$10.03 Plus Postage.**
Descriptors-Behavior Rating Scales, Check Lists, *Child Development, *Developmental Stages, Infants, *Measurement Instruments, Norm Referenced Tests, Observation, Preschool Children, Program Descriptions, *Records (Forms), Research, *Test Construction, Testing, Test Reliability, Test Validity

The purpose of the Developmental Record Research Project was to construct an infant and child development record which could be used by paraprofessionals and those without training in test administration to monitor the developmental progress of children from birth to age 5. The project method, described in detail in this report, involved (1) selecting items of behavior which were indicative of development and coulld easily be observed and recorded, (2) establishing age norms for the behavior items, (3) developing format for an administration and scoring guide, (4) establishing reliability and validity, and (5) writing a set of administrative procedures. The third and final draft of the Developmental Record for Infants and Young Children, included in this volume, contains the following categories of behavior items: language, cognitive-adaptive, fine motor, personal-social, and gross motor. The corresponding nine behavior checklists were age normed at 0-6 months, 5-10 months, 8-16 months, 14-20 months, 18-24 months, 22-28 months, 26-36 months, 34-46 months, and 44-60 months. Detailed technical data and notes on selected items, method of selection of sample, standardization questionnaire, scoring procedures, and screening are appended. (Author/CM)

*Antonucci, Toni Levitt, Mary*
**Separation and Reunion Behaviors as Indices of Attachment: A Short-Term Longitudinal Study of Infants from Seven to Thirteen Months.**
Pub Date- 78
Note-42p.; For related documents, see PS 010 269
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Attachment Behavior, *Behavior Development, Behavior Patterns, Followup Studies, *Infant Behavior, Infants, Mothers, *Parent Child Relationship, Research, *Stranger Reactions
Identifiers-*Separation Behavior

This study was designed to compare the inter-/intra-correlational and the behavioral commonalities approaches to the assessment of attachment behaviors of infants to their mothers. At 7 months, 147 infants were observed (and videotaped) sequentially during a free play period with their mothers present, a separation from their mothers and then a reunion period. At 13 months, 47 of the infants were observed under conditions which elicited attachment behaviors by increasing stress through alternating separation, stranger present and mother present conditions. Observers judged infants as either unattached, securely attached, or insecurely attached. It was hypothesized that the more traditional inter-/intra-correlation of discrete attachment behaviors would be less predictive of these behaviors within and across time than an attachment assessment focused on commonalities in behavioral responses to separation and reunion episodes. Results indicate that intra- and inter-behavioral correlations among discrete attachment behaviors were consistently low both in the number which reached statistical significance and the magnitude of the significant correlations. Multiple regression analysis was successful in predicting 13-month classifications from 7-month reunion and separation behaviors. Touch at 7 months was the strongest predictor of 13-month attachment classification. Increased emphasis on commonalities of responses within situational contexts is recommended. (Author/RH)

ED 162 765 RC 010 519

**Regional Plan for the Development of Public Education in Appalachian Maryland, August 1, 1977. Revised.**
Regional Education Service Agency of Appalachian Maryland, Cumberland.
Spons Agency-Appalachian Regional Commission, Washington, D.C.
Pub Date-16 Mar 78
Note-45p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Accountability, Agency Role, Communication Satellites, Community Services, Cooperative Planning, Cost Effectiveness, Delivery Systems, Educational Improvement, Educational Quality, *Educational Resources, Elementary Secondary Education, Equipment, Facilities, *Interagency Cooperation, Objectives, Postsecondary Education, *Program Descriptions, Program Evaluation, *Regional Planning, *Rural Areas, Staff Improvement
Identifiers-Appalachia, *Maryland, *Regional Education Service Agency

Eight public educational institutions serving three counties of Appalachian Maryland (Allegany, Garrett, Washington) have joined together to plan and develop public education on a regional basis in order to: (1) raise the overall quality of education; (2) broaden curricula to meet regional economic needs, especially at post-secondary level; (3) equalize educational opportunities; and (4) conserve staff, fiscal, and physical resources. The primary organizational mechanism is a voluntary educational cooperative, the Regional Education Service Agency. Benefits are being seen in: continuity of educational experiences, preschool through adults; identification of regional educational needs; innovative or demonstrative programs developed and tested at a manageable scale; responsiveness to needs without impinging on integrity of each institution; minimizing duplication and enabling members to develop concentrated programs; and raising quality of education above minimum standards. The four top program proposals are conservation of educational resources (with attention to the rural nature of two counties), community services, staff development, and public service communications satellite system. Other program areas are manpower development, curriculum home-based education, facilities and equipment, research and accountability, and regional education support. (RS)

ED 162 766 RC 010 520

*Hershkowitz, Martin Hauvermale, Joseph R.*

**The Applachian ATS-F Satellite Experiment as the Kernel for the Appalachian Maryland Community ETV Study.**

Regional Education Service Agency of Appalachian Maryland, Cumberland.
Spons Agency-Appalachian Regional Commission, Washington, D.C.
Pub Date- 73
Note-23p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Career Education, Communication Satellites, Educational Technology, *Educational Television, Elementary Education, *Experimental Programs, *Inservice Teacher Education, *Interagency Cooperation, Networks, Objectives, *Program Descriptions, Reading, Regional Planning, Regional Programs, *Rural Areas
Identifiers-Appalachia, Appalachian Applied Technology Satellite, Appalachian Regional Commission, *Maryland, Regional Education Service Agency

Preliminary findings from a study to develop a plan for a community educational television (ETV) system in Appalachian Maryland demonstrate the feasibility of integrating the ETV project and the Appalachian Applied Technology Satellite-F (ATS-F) experiment in inservice training for rural teachers. Through the community ETV project, undertaken by the Regional Education Service Agency (RESA) of Appalachian Maryland (a voluntary cooperative of public education institutions serving Allegany, Garrett, and Washington counties), potential client groups and their interests and needs have been identified and existing networks of instructional television in public schools, commercial cable television companies, and the Public Broadcast Service have been cataloged. The ATS-F experiment of the Appalachian Regional Commission plans to use educational technology to strengthen existing local education programs in elementary reading and career education through inservice education for improving teaching skills via satellites and other communications systems. Since the ATS-F experiment will exert a strong influence on development of regional ETV, it was recommended that the experiment be implemented as the basis for the ETV system; specific recommendations for each of the three counties is given. (RS)

ED 162 767 RC 010 521

*Puzzuoli, David A. Stead, Floyd L.*

**An Evaluation of the Appalachian Maryland Regional Educational Service Agency.**

Regional Education Service Agency of Appalachian Maryland, Cumberland.
Spons Agency-Appalachian Regional Commission, Washington, D.C.
Report No.-ARC-5211-P-70-76
Pub Date-Feb 74
Note-174p.
**EDRS Price MF-$0.83 HC-$8.69 Plus Postage.**
Descriptors-Agency Role, *Cost Effectiveness, Educational Television, Financial Support, Geographic Regions, Information Services, *Interagency Cooperation, Models, Objectives, Organization, *Program Evaluation, Purchasing, *Regional Planning, *Rural Areas, Shared Services
Identifiers-Appalachia, *Maryland, *Regional Education Service Agency

Educators in Allegany, Garrett, and Washington counties in Western Maryland voluntarily formed the Regional Education Service Agency (RESA) of Appalachian Maryland on the basis of their shared problems (relative isolation from the rest of the state and mountainous, remote terrain with very severe winters). RESA is comprised of public educational institutions and human development agencies from the state and region. RESA's first year (1972-73) evaluation is divided into two parts program and operation, plus an ongoing self-evaluation model. After describing the planning, methodology, and analysis phases of the study, a brief history of RESA is given. More than half of the document is an evaluation of programs: joint purchasing; education program for industry, business, labor, and government; unified pupil testing, fire service extension; educational television task force program; informational support services, and personnel sharing, with information on objectives, cost benefit analysis, problems, recommendations, and source of data. The section on operations contains objectives, program planning and development, public information and education, maintenance of effort, financing, staffing and organization problems, proposed reorganization, and replicability. The evaluation model is discussed in terms of a model for program building and monitoring, objectives of RESA program evaluation, and guidelines for evaluation of operations/management. (RS/BR)

ED 162 768 RC 010 522

*Hershkowitz, Martin*

**A Regional ETV Network: Community Needs and System Structure. Technical Report 701.**

Operations Research, Inc., Silver Spring, Md.

Spons Agency-Appalachian Regional Commission, Washington, D.C.; Regional Education Service Agency of Appalachian Maryland, Cumberland.

Pub Date-Jul 74

Note-123p.

**EDRS Price MF-$0.83 HC-$8.01 Plus Postage.**

Descriptors-Agencies, Business, Costs, Economically Disadvantaged, *Educational Television, Equipment, Facilities, *Feasibility Studies, Industry, *Interagency Cooperation, *Needs Assessment, Networks, Program Development, Regional Planning, *Regional Programs, *Rural Areas, Schools, Social Services, Systems Analysis

Identifiers-Appalachia, *Maryland

A systems analysis of a community educational television (ETV) structure and of community needs was made in three counties of Appalachian Maryland to see whether an ETV system could meet integrated needs of public school students, disadvantaged families, educators, health service groups, police and fire departments, and business/industry across isolated rural communities. Data from Allegany, Garrett, and Washington counties indicated that such a system could be established, incorporating best features of a county-based, county-supporting, closed-circuit ETV network and a regionally directed and supported ETV network. A two-way audio-video system could function through Instructional Television Fixed Service transmission/reception centers and local cable companies. Assessed needs of the target population for local programming warrant early establishment of ETV. Available television facilities and equipment are capable of implementing production/distribution, while a nucleus of programming development and production staff has potential for local program origination. Enough films and video tapes exist to support even a low level of signal distribution effort. Structure of the system and associated costs have been explored. The recommended system encompasses principles of independent county control under regional management to satisfy regional needs. (RS)

ED 162 769 RC 010 597

*Noon, John*
**The Pueblo Way From High School to College.**
All Indian Pueblo Council, Albuquerque, N. Mex.
Note-82p.; Not available in hard copy due to marginal legibility of original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*American Indians, *College Admission, College Attendance, *College Bound Students, College Choice, *Counseling, *Guides, *Secondary School Students, Student Financial Aid, Student Loan Programs, Study Habits, Test Wiseness
Identifiers-Pueblo (People)

Designed to help Indian secondary school students plan for achieving a college education, the guide provides detailed information related to each of eight topics: Choosing a College, Admission Procedures, Financial Aid, Miscellaneous Forms, Senior Year Time Table, College Here I Come, College Here I Am, and Staying in College. Examples of specific information are: Questions When Choosing a College, College Selection Worksheet, A.C.T. Registration and Admission Application, Financial Aid Programs, and How Aid is Determined. Several specific suggestions and recommendations are directed toward helping students stay in college (how to use a college library, how to budget time, how to take notes, etc.). Included are names of organizations and the type of help they can provide, names of universities where students may apply for admission, samples of forms and schedules that may be helpful to students, and a glossary of terms. (EJ)

ED 162 770 RC 010 619

**Dynamics of Indian Culture on Health Care Workshop, Conference Minutes (Helena, Montana, May 15 and 16, 1975).**

Mountain States Regional Medical Program.

Pub Date-15 May 75

Note-28p.; Not available in hard copy due to poor print quality of original document; Veterans Administration Center, Fort Harrison, Mont., contributed to the Workshop

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Agency Role, *American Indians, *Cultural Awareness, Cultural Exchange, Cultural Factors, Delivery Systems, *Federal Programs, Health Facilities, Health Personnel, *Health Services, Hospitals, Nonreservation American Indians, *Patients (Persons), Reservations (Indian), Stereotypes, Tribes, Urban Areas, *Veterans, Workshops

Identifiers-Indian Health Service, Montana, *Veterans Administration

Members of the Veterans Administration (VA) Center, Ft. Harrison, Montana, and the Mountain States Regional Medical Program met with members of the Helena Indian Alliance and the Montana United Indian Association to discuss total services available to all veterans and their beneficiaries. Indian and VA officials promoted the two-way exchange of ideas on the dynamics of Indian culture on health care. The topics of five panel discussions were: The Indian Stereotype and How it Affects Health Care'', V.A. Hospital and G.I. Benefits'', Special Needs of the Urban Indian (Landless, Off-reservation and Federally Recognized)'', Special Needs of the Reservation Indian'', and What Indian Health Service Offers and Coordination With Other Health Services''. Veterans Administration officials explained the requirements and procedures for taking advantage of all the services available to Indians. Among the specific suggestions and recommendations for improving services were sending pamphlets to Tribal Councils for distribution, having an Indian veteran on each reservation to work with veterans in identifying problems and answers, and encouraging Indian veterans to duplicate their discharge papers at the county court house. Further suggestions and recommendations, as well as the minutes of planning sessions that culminated in the workshop, are included. (EJ/BR)

ED 162 771 RC 010 695

**Thus the Old Ones Have Taught; Native Americans: A Commentary and Guide for Teachers.**

Nevada Univ., Reno. Research and Educational Planning Center.

Spons Agency-Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date-Jun 76

Note-61p.; Prepared as part of Project PAIUTE

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-American History, *American Indian Culture, *American Indians, Art, Curriculum Enrichment, Educational Resources, Elementary Secondary Education, Ethnic Studies, Governance, Language of Instruction, Preschool Education, *Self Concept, Story Telling, *Teacher Attitudes, Teacher Behavior, Teacher Education, Teacher Influence, *Teaching Guides

Identifiers-American Indian Education, Nevada, *Paiute (Tribe)

Addressed to non-Indian teachers and teachers-in-training, this commentary and guide about education of Native American children is intended to instill awareness of the Indian child's perspective and provide direction for teaching about Native American history, art, literature, and governance. Some essays and articles are edited versions of presentations at a Project Paiute workshop in Nevada; others are by historians, educators, scholars, and native leaders in Nevada and elsewhere. Topics in the teacher guide include: What We Want for Our Children; Every Person Is Bound by His Culture (comparing Indian stereotypes with specifics from Paiute culture); Teaching the Indian Child (identity, communication, teacher training, curriculum); Teachers, Indian Children, Indian Culture; Views from Different Sides (ranging from instructional materials to incorporating Indian Cultures study into regular classroom curriculum); A Philosophy of Indian Education; Goals for a Culturally Based Indian Preschool Curriculum; American Indian Tribal Governments; Teaching History from the American Indian Perspective; Indian Art in the Classroom; Learning from the Coyote; Teaching the American Indian Tale; National Study of American Indian Education (excerpts); Resource Materials for Teachers of Native American Children. A bibliography of American Indian resources and resources from Inter-Tribal Council of Nevada are given. (RS)

ED 162 772 RC 010 697

**Review of the Literature on Educational Needs and Problems of American Indians and Alaska Natives 1971 to 1976; National Indian Education Needs Assessment Project. Research and Evaluation Report Series No. 64:00.**

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.; National Indian Education Association, Minneapolis, Minn.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Report No.-RER-64:00

Pub Date-77

Contract-300-76-0436; RFP-76-49

Note-327p.; Reprinted in July, 1978 ; Best Copy Available

**EDRS Price MF-$0.83 HC-$18.07 Plus Postage.**

Descriptors-*Alaska Natives, Aspiration, Bibliographies, Bilingual Education, Counseling, Curriculum, Differences, Economics, Educational Administration, *Educational Needs, Elementary Secondary Education, Information Needs, *Instruction, *Literature Reviews, Postsecondary Education, Regional Characteristics, Research Methodology, Self Determination, Special Programs, *Students, *Teacher Education

Identifiers-*American Indian Education

Findings from nearly 800 research reports, evaluation studies, needs assessments, dissertations, theses and personal commentaries are included in this review of national Indian educational needs. The sources are dated from 1971 to 1976. Objectives were to: (1) compile a literature review that summarized information about Indian educational needs; (2) include information on specific populations studied; (3) include information on the adequacy of instruments employed, sampling and methodological procedures used, and methods for choosing and training researchers; and (4) note regional differences in data collection techniques. The document is divided into three parts:

Review of the Literature'' summarizes findings of eight broad educational areas, e.g., administration, students, and counseling. The first part concludes with a general review of educational needs as indicated by both research studies and personal commentaries. Summary of Information Gaps in the Knowledge of American Indian Educational Needs'' identifies the needs as expressed in the literature and then uses a multilevel classification schema to break them down into tables reflecting needs categories, geocultural regions, and education level. The final section is the bibliography listing the source material. (Author/DS)

ED 162 773 RC 010 698

**Directory of Tribal Officials. Portland Area.**
Bureau of Indian Affairs (Dept. of Interior), Portland, Oreg.
Pub Date-Mar 78
Note-61p.
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Administrative Organization, *Administrative Personnel, Agencies, *American Indians, *Directories, Lawyers, Reservations (Indian), *Tribes, Urban Areas
Identifiers-Bureau of Indian Affairs, Burns Paiute (Tribe), Jamestown Band Clallam (Tribe), Lummi (Tribe), Makah (Tribe), Nez Perce (Tribe), *Portland Oregon Area Office, Quinault (Tribe), Samish (Tribe), Sauk Suiattle (Tribe), Shoshone Bannock (Tribe), Siletz (Tribe), Snoqualmie (Tribe), Squaxin Island (Tribe), Stillaguamish (Tribe), Umatilla (Tribe), Upper Skagit (Tribe), Warm Springs (Tribe), Yakima (Tribe)

This tribal directory lists the specific Indian agency, Indian tribe, and all administrative offices and divisions of the Portland Area Office, Bureau of Indian Affairs. The following Indian agencies, with superintendent's name, address, and telephone number are listed: Colville, Fort Hall, Northern Idaho, Spokane, Umatilla, Warm Springs, Western Washington, Yakima, Small Tribes of Western Washington, and the Portland Area Office. For each tribe, the directory provides the official name of the tribal governing body, address, tribal telephone number, tribal membership, terms of office, constitution, charter organization, scheduled meetings, and attorneys (general and claims). The name of each tribal chairman, vice chairman, secretary and council member, as well as the date when their term of office expires, is listed for all the federally recognized and unrecognized tribes in the Portland Area Office jurisdiction. Among the tribes included are: Burns-Paiute; Jamestown Band-Clallam; Lummi; Makah; Nez Perce; Quinault; Samish; Sauk-Suiattle; Shoshone-Bannock; Siletz; Snoqualmie; Squaxin Island; Stillaguamish; Umatilla; Upper Skagit; Warm Springs and Yakima. (RTS)

ED 162 774 RC 010 735

*Jasso, Ricardo*

**Cultural Assessment Counseling Model: Psychocultural Counseling.**

Pub Date-2 Feb 78

Note-36p.; In partial fulfillment of the requirement for a graduate course in Counseling, Antioch College, Juarez-Lincoln University

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Alcoholism, Behavioral Counseling, Biculturalism, College Students, *Counseling, Counseling Effectiveness, *Counseling Theories, Counselor Role, *Cultural Factors, *Mexican Americans, *Models, Psychological Needs, *Psychotherapy

Identifiers-Casa Del Sol TX, Chicanos, *Cultural Assessment Counseling Model, Texas (San Antonio)

Chicanos are bilingual-bicultural people; thus, they need to be treated as such. The counselor cannot ignore these cultural traits. Therefore, two culturally relevant counseling models have been developed. The Bilingual-Bicultural Counseling Model, designed for college students, has a behavioristic base and therapeutic intervention strategies that are directive, restrictive, and contractual. This model takes into account the differences in culture and class values. The Cultural Assessment Counseling Model: Psychocultural Counseling, designed for use with Chicano alcoholics, is based on a psychocultural therapeutic approach. This model is a bilingual-bicultural psychological process that entails the interaction between the counselor and client which attempts to produce a change and adjustment in the client's dual cultural attitudes, values, customs, beliefs, traditions, interests, feelings, perception of self, and ethnic identity. This paper reviews briefly the field of counseling, specifically counseling theory development, the three major counseling approaches (ego-analytical counseling, client-centered counseling, and behavior therapy), and the two culturally relevant counseling models. Psychocultural counseling dialogues extracted from the cultural assessment questionnaire are given to demonstrate the actual counseling process of the Cultural Assessment Counseling Model. (NQ)

ED 162 775 RC 010 752

*Decker, Don Granzow, James R.*
**Dine idahool aah. Native American Summer Bridge Program (Yavapai College, Prescott, Arizona, June 4-July 11, 1978).**
Yavapai Coll., Prescott, Ariz.
Pub Date-Jun 78
Note-47p.; Some pages may reproduce poorly
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*American Indians, Career Awareness, *Career Education, Career Planning, Cocurricular Activities, *College Bound Students, College Preparation, College Programs, Counseling, Cultural Awareness, Culturally Disadvantaged, Educational Programs, Field Trips, Goal Orientation, *Junior Colleges, Reading Programs, Summer Programs, *Youth Programs
Identifiers-*American Indian Education, Native American Summer Bridge Program, *Transitional Program, Yavapai College AZ

The 1978 Summer Bridge Program attempted to aid twenty-six Native American students in the transition from high school to regular classes at Yavapai College, Prescott, Arizona. The five week program presented an orientation to college programs and to the complicated living patterns of Anglo society. An English as a second language course provided basic knowledge of the language; a reading and study skills course developed study techniques, vocabulary, comprehension, and listening and reading techniques. The self-career exploration course viewed career possibilities with emphasis placed on the importance of a college education and how this relates to the success of each individual tribe. Field trips went to various job sites, to Phoenix, and to other places featuring differing life styles. Extra-curricular activities included sight seeing, picnics, basketball, and swimming and tennis lessons. Strong-Campbell Interest Inventories helped career planning. Sixteen of the students decided to stay in college for fall of 1978; they received orientation to the various departments and services within the college. Officials and students considered the Bridge Program highly successful. The academic components of the program are described at the conclusion of the paper along with recommendations for improvement. (DS)

ED 162 776 RC 010 754

**Coordination and Cooperation in Indian Education: An Emerging Phenomenon. The Fifth Annual Report to the Congress of the United States.**

National Advisory Council on Indian Education, Washington, D.C.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date-Jun 78

Note-81p.; Pages 56-57 and 65-66 may not reproduce well due to faint and broken type

**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**

Descriptors-Advisory Committees, Agency Role, Alaska Natives, *American Indians, Annual Reports, *Educational Needs, Exceptional Child Education, *Federal Legislation, *Financial Support, *Interagency Coordination, Junior Colleges, Policy Formation, Vocational Education

Identifiers-*American Indian Education, Indian Education Act 1972, *National Advisory Council Act on Indian Education, Native Hawaiians

In 1977 the National Advisory Council on Indian Education sought as one of its primary goals the coordination of its actions with other Indian organizations. Recommendations in this report reflect that effort to bring education and tribal affairs closer and so improve education delivery services to tribal people. Recommendations include: (1) that the Indian Education Act be reauthorized for a five year period and that it be funded at a minimum level of $275,800,000 with a minimum staff level of 66 positions; (2) that the Office of Indian Education and the Office of Education institute a coordination policy to insure access to and promote maximum participation of American Indians and Alaska Natives in all programs in the Office of Education and Health, Education and Welfare; and (3) that Indian controlled institutes for higher education be given more support. Recommendations were formulated at council meetings in Arizona, Washington, D.C., Colorado, Texas, and Minnesota; summaries of these meetings are included. An appendix includes descriptions of vocational education discretionary programs, an appeal by a native Hawaiian for support of a proposed amendment to the Indian Education Act to include native Hawaiians, testimony on A School for Me, Inc.'' for handicapped Indian children, and distribution options for Johnson O'Malley educational assistance. (DS)

*Clubb, Jerome M. Traugott, Michael W.*

**Data Resources for Community Studies: The United States (Archival Data Resources for the Study of Nonmetropolitan Areas: The United States).**

Pub Date-Aug 78
Note-44p.; Paper presented at the annual meeting of the Rural Sociological Society (San Francisco, California, 30 August-3 September, 1978); Not available in hard copy due to author's preference
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Census Figures, Community Agencies (Public), *Community Study, Comparative Analysis, *Data Bases, *Demography, *Economic Factors, Human Geography, Organizations (Groups), Political Influences, Private Agencies, Research Methodology, *Rural Areas, *Social Characteristics, Social Science Research, Surveys
Identifiers-Canada, *Nonmetropolitan Areas, United States

While the emphasis in much recent research has been essentially on urban concerns, there are very substantial empirical data resources which are available for the study of nonmetropolitan social, political, and economic phenomenon. The sources of computer-readable data relevant to investigation of nonmetropolitan phenomena can be grouped into three rather crude'' categories: social science data archives and other similar facilities dedicated to the organization, processing, preservation, and dissemination of computer-readable data for research and instruction in the social sciences; governmental offices and agencies at all levels which collect and sometimes disseminate relevant computer-readable data; and a disparate category of individual researchers who have collected data and are sometimes willing to supply copies to others, as well as private profit and not-for-profit organizations which collect and in some cases supply data resources. Using a three-category scheme for the classification of available data (aggregate demographic data, information from administrative records, and individual-level data from surveys), a number of data sources are discussed in terms of their characteristics and the kind of data available from them. An appendix lists 28 archival sources for computer-readable data on nonmetropolitan communities in the United States and Canada. (BR)

ED 162 778 RC 010 833

**Intermediate SCDC Spanish Curricula Units. Social Science, Unit 1, Kits 1-4, Teacher's Guide.**

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-196p.; Not available in hard copy due to sideways reading material; For related documents, see RC 010 829-838
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 ($3.75)
Language-Spanish; English
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Bilingual Education, Change Agents, Community Change, *Community Characteristics, Community Influence, Conflict, Cultural Awareness, Elementary Education, Instructional Materials, Intermediate Grades, *Learning Activities, Learning Modules, Political Power, Power Structure, *Social Sciences, Social Studies, Spanish, *Spanish Speaking, Spiral Curriculum, Student Evaluation, *Teaching Guides

The unit's instructional and assessment activities focus on the community. Specific attention is given to four spiraling questions pertaining to the individual, his alternatives, his initiation of change, and the results of change. Focus, materials, and objective for each activity are in Spanish and English; teacher instructions are in Spanish only. Content sources are stories, field trips, role playing, interviews, newspapers, pictures, small group presentations, and the child's own experiences and observations. Activities deal with the concepts of interdependence, cooperation, values, societal control, tradition, causality, power, conflict, differences, cultural change and modification. The child is made aware of the different skills needed to perform certain jobs in the community; how money is spent within his own community; the significance of written and unwritten laws; the changes (i.e., customs, people's roles, and physical changes) occurring in a community within a period of 50 years; the different groups that exert power in the community; how to exert influence in these groups; the different methods existing to influence and bring about favorable changes for the community; the modifications a person has to make when moving to a community where a different culture exists; the necessary skills to bring about certain changes; and the important role which values play in people's lives. (NQ)

**Intermediate SCDC Spanish Curricula Units. Social Science, Unit 1, Kits 1-4, Supplement & Ditto Packet.**

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-131p.; Not available in hard copy due to sideways reading material; For related documents, see RC 010 829-838

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 ($3.75)

Language-Spanish; English

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Bilingual Education, Change Agents, Community Change *Community Characteristics, Conflict, Cultural Awareness, Elementary Education, Instructional Materials, Intermediate Grades, Learning Activities, Power Structure, *Social Sciences, Social Studies, Spanish, *Spanish Speaking, *Visual Aids, *Worksheets

Identifiers-Ditto Masters

Designed for use with the teacher's guide to the intermediate social science unit, the supplement and ditto packet provides visual aids and worksheets for class activities and seatwork for individual students. Visual materials are provided to help stimulate oral language and conceptual development. The worksheets are to be presented under supervision rather than as independent tasks. Language on these materials is in Spanish. Activities deal with the basic social science concepts of interdependence, cooperation, values, societal control, tradition, causality, power, conflict, differences, cultural change and modification. The materials help the students to identify the following: things of importance to the community, the relationship existing between norms and laws, ways money is spent in a community, the interdependence of producers and consumers, things in the community that appear not to change, important events in a child's life, free services provided by the community, how change affects people's lives and values, the importance of gathering information about the culture and life-style of other people, probable causes and effects of physical change in a community, different jobs in the community, differences that can cause conflicts among people in the community, methods to influence different groups that exert power in the community, and things that unify a group or a community. (NQ)

ED 162 780 RC 010 835

**Intermediate SCDC Spanish Curricula Units. Spanish SL, Unit 1, Kits 1-4, Teacher's Guide.**

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-374p.; Not available in hard copy due to sideways reading material; For related documents, see RC 010 829-838

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar, Austin, Texas 78752 ($4.00)

Language-Spanish; English

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Bilingual Education, Decoding (Reading), Elementary Education, Grammar, Instructional Materials, Intermediate Grades, *Language Arts, Language Experience Approach, Language Skills, *Learning Activities, Learning Modules, Reading Comprehension, Reading Instruction, *Second Language Learning, *Spanish, Spanish Speaking, Spiral Curriculum, Student Evaluation, *Teaching Guides, Vocabulary Development

Identifiers-*Spanish (Second Language)

Focusing on the community, this Spanish as a Second Language unit provides the English-dominant child with the structures and vocabulary needed for effective communication in a bilingual environment. The instructional and assessment activities help the child build concepts in his new language through formal and informal language experiences. Focus, objective, and materials for each activity are given in Spanish and English; teacher instructions are in Spanish only. An illustrated Spanish reader is used to develop the skills of decoding, comprehension and interpretation. Activities in Kits 1-4 deal with the neighborhood and individuals in the neighborhood, the seasons and months of the year, the future tense in the first person plural, direct and indirect object pronouns, syllables, the initiation of change in the community, a cafeteria administrator's job, ordinal numbers, word division, the present perfect, verb forms, and the possible results of changes in the community. The kits also include the choral reading of some poems in Haiku, a review of the water cycle through an oral story, rhymes written by the children, the discussion of some occupations related to the production of a ballet, the practice of some manual skills related to the theater, the expression of some words through body movements, and the presentation of a ballet. (NQ)

ED 162 781 RC 010 836

**Intermediate SCDC Spanish Curricula Units. Spanish SL, Unit 1, Kits 1-4, Supplement & Ditto Packet.**

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-77

Note-298p.; Not available in hard copy due to sideways reading material; For related documents, see RC 010 829-838

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 ($4.00; readers $0.35 each)

Language-Spanish; English

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Bilingual Education, Career Awareness, Childrens Literature, Grammar, Instructional Aids, Instructional Materials, Intermediate Grades, *Language Arts, Learning Activities, Reading Materials, *Second Language Learning, *Spanish, Spanish Speaking, *Visual Aids, Vocabulary Development, *Worksheets

Identifiers-Ditto Masters, *Spanish (Second Language)

Designed for use with the teacher's guide to the Spanish as a Second Language unit, this supplement and ditto packet includes visual aids and worksheets to help the teacher carry out the instructional and assessment activities. The illustrations are designed to help stimulate oral language and conceptual development. These visual materials illustrate the various stories, some of the elements of a community, the water cycle, a cafeteria administrator's job, several construction

occupations, various occupations in a theatrical presentation, and the expression of words through movement. The ditto packet provides worksheets to reinforce the new vocabulary, structures, listening comprehension, verb forms, the third person plural preterit, the present perfect, and word division. These worksheets are to be presented under supervision rather than as independent tasks. An illustrated Spanish reader accompanying this packet is designed to help develop the skills of decoding, comprehension, and interpretation. Language on all the materials is in Spanish. (NQ)

ED 162 782 RC 010 845

*Stephens, Barbara*

Private Funding for Rural Programs. Directory of Foundations and Other Private Sector Resources. NRC Publications Series Volume National Rural Center, Washington, D.C.

Spons Agency-Economic Development Administration (DOC), Washington, D.C.; Rural Electrification Administration (DOA), Washington, D.C.

Pub Date-Sep 78

Note-74p.

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-*Directories, Grants, *Guides, Health Services, Minority Groups, Private Agencies, *Private Financial Support, *Program Development, *Rural Areas, Rural Education, Rural Youth

Identifiers-*Foundations (Organizations), *Grantsmanship

The primary purpose of this directory is to identify for the grant-seeker some of the major national, regional, and local foundations that fund programs benefitting rural people. Included is an overview of other sources of private sector assistance such as churches and businesses that should also be considered. Several aids are provided to facilitate and enhance use of the directory. A key explains and clarifies the data categories used to present information on each foundation. Each of the 54 foundation profiles includes: its name, address, and telephone number; a contact person; a section on primary interests; recent (mainly 1977) financial data on assets; grants (total amount and number, as well as the range and types); whether an annual report is prepared and/or available; and a code designating the foundation as national, regional, or local. In the next section, insights are provided on the process of researching and approaching foundations for funding, and includes an annotated bibliography of foundation guides and references. In the final section, the foundations are indexed alphabetically, by geographic area of grantmaking, and by subject area of grantmaking interest (e.g., arts, agriculture, community development, education, health and health services, minority groups, research areas, women, and youth). (BR)

ED 162 783 RC 010 848

**Teacher Training Institute for Native American Bilingual/Bicultural Education. Phase I (S.U.N.Y. Brockport, Summer, 1978).**

New York State Education Dept., Albany. Office of Cultural Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.; State Univ. of New York, Brockport. Coll. at Brockport.

Pub Date-78

Note-26p.; Prepared in collaboration with the New York State Indian Education Coalition

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Administrator Education, *American Indians, *Bilingual Education, *Cultural Education, Higher Education, *Institutes (Training Programs), Language Development, Lesson Plans, Minority Group Teachers, Summer Institutes, Teacher Developed Materials, *Teacher Education, Teaching Methods, Training Techniques, Transfer of Training

Identifiers-*American Indian Education, New York

A two week teacher training institute for Native American bilingual/bicultural education was held in the summer of 1978 at Brockport State University of New York. Educational Programs for bilingual and bicultural learning environments for Native American students had been hampered by insufficient teachers and teacher trainers and the use of inadequate and non culture based materials. The Institute sought (1) to develop an initial competency based teacher training program in well proven methods; (2) to evaluate effects of such methods with Native American students; and (3) to develop a long range training program drawing on expertise of those already trained. Participants included both teachers and administrators. The teacher training program centered on five content areas of language, culture, history, music, and crafts. Training included steps to quality lesson planning, design of lessons to meet individual student needs, creation of slides without cameras or equipment, and instructional methods for bilingual and bicultural education. Administrators had additional instruction in supervision techniques for bilingual settings and student behavior from a cultural perspective. Followup for participants will include five group sessions during the school year, on-location monitoring and assistance, and an advanced training institute for summer of 1979. (DS)

ED 162 784 RC 010 868

*Pulver, Glen C.*

**A Theoretical Framework for Analysis of Community Economic Development Policy Options.**

Pub Date-3 Sep 78

Note-22p.; Paper presented at the ``Nonmetropolitan Industrial Growth and Community Change'' Seminar (San Francisco, California, September 3, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Community Action, *Community Development, Community Planning, Community Study, Economic Change, *Economic Development, Economic Progress, Educational Programs, Efficiency, Employers, Government Role, Manufacturing Industry, *Policy Formation, Rural Areas, *Rural Development, *Service Occupations

Identifiers-Nonmetropolitan Areas

For many years, developers have placed near total reliance on increased productivity in agriculture, greater exploitation of natural resources, and the addition of new manufacturing industries as strategies for community economic development in nonmetropolitan areas. The concentration on expanding goods producing industries is unnecessarily narrow. Other viable community economic development alternatives are available and should be considered. Before initiating community economic development strategy, a careful analysis of the unique needs, resource availability, market conditions, and the needs of goals of the community's citizens should be made. These factors are the base upon which development policy must be built. Community policy options that can then be considered are: (1) attracting new basic employers from the nonmanufacturing sector; (2) improving the efficiency of existing firms; (3) encouraging the formation of new businesses; (4) improving the ability to capture more of the existing income; and (5) increasing aid received from broader governmental levels. This paper examines these alternatives and discusses different kinds of options policy holders may utilize to implement each of them. (Author/DS)

ED 162 785 RC 010 875

**Tribally Controlled Community College Act. Hearings Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives, 95th Congress, 2nd Session on H.R. 9158: To Provide for Grants to Tribally Controlled Community Colleges, and for Other Purposes (May 18, and June 14, 1978).**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date-18 May 78
Note-182p.; Not available in hard copy due to small print size of original document; Maps on pages 118-125 may not reproduce
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Academic Achievement, *American Indians, College Students, *Community Colleges, *Educational Legislation, *Federal Aid, Financial Support, Government Role, Junior Colleges, Postsecondary Education, Reservations (Indian), *Self Determination, Student Characteristics, Student Needs, Student Problems, *Tribes
Identifiers-American Indian Education, *Tribally Controlled Community College Act

In May and June of 1978 hearings were conducted on H.R. 9158, which provides for grants for the operation and improvement of tribally controlled community colleges. Appropriations would include $25,000,000 for each of the first two fiscal years and $30,000,000 for the third. The Navajo Community College would receive $60,000,000 over three years with an additional yearly operation and maintenance grant of $125,000. Testimony supporting the bill cited the tribally controlled colleges as tangible examples of true Indian self-determination''. At present only 10% of Indian college freshmen ever graduate. Weak academic backgrounds, culture shock, and inadequate supportive services at educational institutions are among the reasons for poor Indian academic performance. Indians earning degrees often are trained for jobs not relevant when they return to the reservation. Many of the brightest students take jobs elsewhere, and their talents are lost to the reservation. A Bureau of Indian Affairs (BIA) official opposed the act, saying that the BIA already has sufficient authority to provide financial and technical assistance to all tribally controlled community colleges. This document is comprised of the bill itself, testimony at the hearings, and other pertinent information. (DS)

ED 162 786 RC 010 876

**Unlearning Indian'' Stereotypes. A Teaching Unit for Elementary Teachers and Children's Librarians.**

Racism and Sexism Resource Center for Educators, New York, N.Y.

Pub Date-77

Note-50p.; Not available in hard copy due to the Council's preference

Available from-Council on Interracial Books for Children, Inc., 1841 Broadway, New York, New York 10023 ($3.50; for ten or more, $2.50 each)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*American Indians, Attitudes, Childhood Attitudes, Childrens Books, *Childrens Literature, Classroom Techniques, Cultural Images, Elementary Education, *Ethnic Stereotypes, Labeling (of Persons), Librarians, Library Role, Race Influences, Racism, Reading, Teacher Attitudes, Teacher Education, Teacher Improvement, *Teacher Influence, *Teacher Role, Teaching Methods, Training, Tribes, *Unit Plan

Native people always wear feathers or headdresses; they frequently brandish tomahawks; they live in tipis; the women usually have babies on their backs; the men are fierce and violent; they lurk behind trees; they spend much time dancing on one leg; and their existence is dependent on the proximity of cowboys. They are not men, women and children, but braves'', squaws'', and papooses''. Despite the fact that they have no relation at all to many Native Peoples, these stereotypes commonly appear in children's books to distinguish Native Americans from other people. With distorted, unreal images they degrade Native People and cultures and reinforce and perpetuate racism. This study of some 70 picture books for children ten and under gives specific examples of prevalent stereotypes and how they are reflected in both illustrations and text. The harm of such distortions is discussed and guidelines are listed for illustrators and editors to use in avoiding stereotypes. Some of the classroom activities suggested include role play showing how the Indians repeatedly gave up their land to settlers, and discussions conducted on the wisdom and harmony with nature which underlies many Native American customs. The book concludes with a list of classroom don'ts'' and a section on how stereotypes may be unlearned. (Author/DS)

ED 162 787 RC 010 882

*Luther, Joseph Braglio, Vicki Ann*

**The Partnership for Rural Improvement: Linking Knowledge and Action.**

Pub Date-Sep 78

Note-32p.; Paper presented at the American Institute of Planners National Conference (New Orleans, Louisiana, September, 1978)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Action Programs (Community), Community Involvement, *Community Planning, *Information Utilization, Institutional Role, Models, Planning Commissions, Rural Areas, *Rural Development, *School Community Relationship, Theories

Identifiers-*Partnership for Rural Improvement, *Planners

The major goals of the Partnership for Rural Improvement (PRI) are to explore models for rural development and planning and to engage institutions of higher learning in progressively greater collaboration in delivering services to rural areas. Knowledge of rural planning in a PRI area exists at three scales: planner-educator-facilitators, local officials and staffs, and citizens. The planner-educators do not serve in a consulting role by doing the planning activities; they work with local officials so that knowledge is shared. The citizens are the critical aspect in achieving a socially viable plan, and planner-educators seek to engage them in group process in which perspectives may be shared, conflict resolved, and development goals realized. The task is one of planning with the community, not for it. Utilizing one PRI model, a rural county is being assisted in growth impact assessment and management. Basic strategy has included community contact, awareness and trust building efforts, development of educational and management materials, and formation of a task force of local staff and citizens. The theoretical evolution of the new role of the professional planner is traced along with practical applications in terms of skill training and curriculum recommendation. (Author/DS)

ED 162 788 RC 010 886

*Calnimptewa, Gerald And Others*

**Summary Report of Fort Mojave Tribe Comprehensive Plan.**

Arizona State Dept. of Economic Planning and Development, Phoenix.
Spons Agency-Department of Housing and Urban Development, Washington, D.C.
Pub Date-Mar 78
Note-71p.; Not available in hard copy because of small print size of original document; Photo on page 37 may not reproduce well
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Agency Role, Agricultural Production, *American Indians, Business, Cultural Awareness, Educational Opportunities, Feasibility Studies, Health Facilities, Housing, Housing Needs, *Human Resources, *Land Use, *Needs Assessment, *Planning, Population Trends, Reservations (Indian), *Socioeconomic Influences, Transportation, Tribes, Underemployed, Unemployment
Identifiers-Arizona, *Fort Mojave (Tribe)

Recognition of tribal attitudes and goals is considered to be a most important phase of the Fort Mojave Tribe Comprehensive Plan. Meetings with the tribal council, committees, and a household survey shows employment opportunities, education, transportation, and cultural awareness to be the key issues dominating the concerns of the people. Among the 659 tribal members, male employment is at 42 percent and underemployment at 48 percent. Tribal members want the land base used for job creating activities.'' Vocational training and adult education programs are needed. Tribal members are concerned about the loss of the Mojave language and want the children to be more aware of their ancestors and culture. Specific tribal goals include utilization of large portions of tribal land for agriculture, possible construction of a gambling casino on Nevada lands, building of new access roads, construction of housing subdivisions, creation of a tribal museum at old Fort Mojave, and erection of a large shopping center. In addition to planning goals, this study gives detailed information on the Fort Mojave tribe by discussing population and employment statistics, land use, transportation systems, housing conditions, education, and environmental services. The appendix lists federal, state and local government officials and possible foundation grant sources. (DS)

ED 162 789 RC 010 887

*Peterson, Mike Calnimptewa, Gerald*
**Quechan Tribe Comprehensive Plan.**
Arizona State Dept. of Economic Planning and Development, Phoenix.
Spons Agency-Department of Housing and Urban Development, Washington, D.C.
Pub Date-Mar 78
Note-114p.
**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**
Descriptors-Agency Role, Agricultural Production, *American Indians, Cultural Awareness, Delivery Systems, *Economic Development, Economic Disadvantagement, Educational Facilities, Health Facilities, Housing Deficiencies, Human Resources, Land Use, *Manpower Development, *Needs Assessment, *Planning, Recreation, *Reservations (Indian), Social Agencies, Transportation, Tribes, Waste Disposal, Water Resources
Identifiers-Arizona, California, *Quechan (Tribe)

The Fort Yuma Reservation of the Quechan Tribe is located on 9,246 acres in the southwest corner of California in Imperial County and the southeast corner of Arizona in Yuma County. Historical records indicate the Quechans have inhabited the area since approximately 800 A.D. The 1974 tribal rolls show a population of 1,687. The unemployment rate is 52 percent with underemployment also a severe problem with 39 percent of those employed earning less than $5000 annually. Adequate housing is a major concern as only 632.7 acres are in tribal ownership and some tribal members have difficulty securing permanent housing sites. The use of agricultural land for homes would diminish that economic potential for the reservation. Development of a subdivision might be one solution to alleviate housing needs. Areas of potential economic development include agriculture, tourism, and a motel-restaurant complex. Job availabilities are centered primarily in surrounding cities and employment education should be a major element in tribal programs to eliminate unemployment and underemployment. In addition to making planning recommendations for tribal action, the document provides socioeconomic analysis, history, and goals of the Quechan people, and discusses their land resources, housing status, physical systems, human resources, and planning alternatives. (DS)

ED 162 790 RC 010 890

*Zeglinski, Joan And Others*

**Proceedings Workshop on Social Work Education and the Practice of Social Work in Rural and Northern Areas, (Winnepeg, March 15-16, 1976).**

Canadian Association of Schools of Social Work, Ottawa (Ontario).

Spons Agency-Department of National Health and Welfare, Ottawa (Ontario).

Pub Date-76

Note-150p.; Not available in hard copy due to the Association's preference

Available from-Canadian Association of Schools of Social Work, 151 Slater Street, Room 909, Ottawa, Ontario K1P 5H3 ($3.00)

Language-French; English

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Cultural Factors, Curriculum, Delivery Systems, *Educational Resources, Ethnic Groups, Field Experience Programs, *Higher Education, *Needs, Resource Materials, *Rural Areas, Rural Development, *Rural Urban Differences, *Social Work, Social Workers, Workshops

Identifiers-*Canada

Major themes of a workshop on social work education and practice in rural and northern areas of Canada held in 1976 were: (1) purposes and goals of social work education; (2) needs, wants, and aspirations of rural/northern people; (3) social work education for professional competence; (4) continuing education; and (5) organization and administration of social work programs. This bilingual report (English-French) is in three parts: summary of workshop discussion, summary of social work programs in more than 10 Canadian schools, and resources and bibliography. Discussion included the need for teaching materials which would bring rural Canadian life into perspective, curriculum, accessibility to higher education, rural field placements, alternative delivery systems (part-time study, decentralization, use of media for communication), course content, teaching methodologies, skills students need, and differences in urban and rural social work. The resources section contains a partly annotated list of periodicals and newsletters, Canadian newspapers, research, resource, and information centers, American'' and International'' resources, organizations and associations, study kits, nonprint resources, bibliographies, libraries, catalogues, rural and ethnic cookbooks, and conferences. In the partly annotated bibliography are publications and films relating to rural development. (RS)

ED 162 791 RC 010 923

**SCDC Spanish Curricula Units. Social Science Strand, Unit 5, Grade 2, Teacher's Guide Multi-Ethnic Edition.**

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-75

Note-195p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 924

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 183-6, $4.50)

Language-Spanish; English

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Bilingual Education, Conflict, Conflict Resolution, Culture Conflict, Educational Environment, Grade 2, Instructional Materials, Interpersonal Competence, *Learning Activities, Learning Modules, Power Structure, Primary Education, Problem Solving, School Environment, *Social Behavior, *Social Sciences, Spanish, *Spanish Speaking, Spiral Curriculum, Student Evaluation, *Teaching Guides

Unit five of the social science strand for second graders expands the conceptual field of the child from the school to the community. This teacher's guide provides instructional and assessment activities for kits 17-20. Focus, materials and objective for each activity are given in Spanish and English, with teacher instructions in Spanish only. Stories, games, interviews, and the child's own experience provide the content sources. Activities include discussions, dramatizations, a field trip, and a discussion by a guest speaker. Using the school environment as a setting, the children are able to identify power structures and vested interest groups, predict disagreements that might occur from conflicting attitudes, and explore ways to deal with disagreements. A story depicting a conflict caused by ethnic-cultural differences is used as a springboard for discussion of the problem and of the feelings of various people involved. The class relates this to similar conflicts in the classroom and defines possible solutions. Students examine their school traditions and history and identify similarities and differences among different types of schools. Basic concepts explored include interdependence, cooperation, values, societal control, traditions, causality, power, conflict, and cultural change and modification. (DS)

ED 162 792 RC 010 924

**SCDC Spanish Curricula Units. Social Science Strand, Unit 5, Grade 2, Supplement & Ditto Packet.**

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-75
Note-83p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 923
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 184-4, $3.00)
Language-Spanish; English
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Bilingual Education, Conflict, Grade 2, Instructional Aids, Instructional Materials, Interpersonal Competence, *Learning Activities, Primary Education, School Environment, *Social Sciences, Spanish, *Spanish Speaking, *Visual Aids, *Worksheets
Identifiers-Ditto Masters

Designed for use with the teacher's guide to the social science strand of unit five, the supplement and ditto packet provides materials for class activities and seatwork for individual students. Kit 17 focuses on what the elements are. Ditto materials for this kit help the students identify similarities and differences in home and school activities, recognize the need for interdependence and cooperation, and identify feelings. Kit 18 revolves around how wants and needs are satisfied. Visuals are used to examine a school in a country setting, illustrate schools in foreign countries, and examine school traditions. Kit 19 deals with how changes occur and ditto masters help students recognize the power structure in the school and identify feelings of characters in a story. Kit 20 concentrates on what happens as a result of change. Materials are provided for work with the cardinal points of north, south, east and west. Visuals from stories help in identifying conflict situations. Language on materials for classroom use is in Spanish. Each kit is designed for a period of instruction of two to three weeks. (DS)

ED 162 793 RC 010 925

**SCDC Spanish Curricula Units. Science/Math Strand, Unit 5, Grade 2, Teacher's Guide Multi-Ethnic Edition.**

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Operations Research Society of America, Arlington, Va.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-75
Note-279p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 926
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 185-2, $4.50)
Language-Spanish; English
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Bilingual Education, Elementary School Mathematics, Elementary School Science, Environmental Influences, Grade 2, Instructional Materials, *Learning Activities, Learning Modules, *Mathematics Curriculum, Primary Education, School Environment, *Science Curriculum, Science Experiments, Spanish, *Spanish Speaking, Spiral Curriculum, Student Evaluation, *Teaching Guides

Continuing the theme of the school as a community, the teacher's guide to the science/math strand of unit five presents both instructional and assessment activities for kits 17-20. Focus, materials and objective for each activity are in Spanish and English; teacher instructions are in Spanish only. In kit 17 the science activities deal with the environmental components of the universe: matter, energy and force. The concept of change is introduced, and a histogram is developed and utilized. Solids and liquids are identified, and liquids are combined in order to observe their appearance, solubility, and density. In kit 18, students identify the interaction of the environmental components within the school environment, measure and chart temperatures, and work with clocks, sundials, and shadow sizes to show times of day. Kit 19 treats weather. Clouds are observed, imaginary daily weather conditions are recorded, and a weather chart is constructed. Students learn to distinguish between inference and observation. Kit 20 is concerned with equilibrium as it occurs in nature and how it is affected by interaction. Math activities include reviewing first grade concepts, counting by 5's to 100, adding and subtracting combinations from 1 to 10, ordering and comparing numbers, and adding numerals by 2's to 20. (DS)

ED 162 794 RC 010 926

## SCDC Spanish Curricula Units. Science/Math Strand, Unit 5, Grade 2, Supplement & Ditto Packet.

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-75
Note-137p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 925
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 186-0, $3.00)
Language-Spanish; English
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Bilingual Education, Elementary School Mathematics, Elementary School Science, Environmental Influences, Grade 2, Instructional Aids, Instructional Materials, *Learning Activities, *Mathematics Materials, Primary Education, *Science Materials, Spanish, Spanish Speaking, *Visual Aids, *Worksheets
Identifiers-Ditto Masters

The supplement and ditto packet to the science/math strand of unit five contains materials to help the teacher carry out the instructional and assessment activities to kits 17-20. The two packets provide materials for both classroom activities and seatwork for individual students. Seatwork is intended for presentation under supervision rather than as individual tasks. Language on the materials for classroom use is in Spanish and the introductions to the packets are in Spanish and English. Supplement illustrations are provided to help stimulate oral language and conceptual development. In this unit they identify changes in matter with cutouts, show interaction, illustrate weather conditions, and group objects by systems. Science processes presented in this unit are observing, classifying, inferring, predicting, communicating, using numbers, and measuring. The ditto packet provides ditto masters for such activities as math problems, time-telling exercises, charts, clothes for paper dolls, and cutouts which distinguish the elements of a school community. Like the other strands of unit five, this strand features the theme of the school as a community. (DS)

ED 162 795 RC 010 927

**SCDC Spanish Curricula Units. Fine Arts Strand, Unit 5, Grade 2, Teacher's Guide Multi-Ethnic Edition.**

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-75
Note-205p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 928
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 187-9, $4.50)
Language-Spanish; English
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Aesthetic Education, Aural Learning, *Bilingual Education, Cultural Education, Enrichment Activities, *Fine Arts, Grade 2, Instructional Materials, *Learning Activities, Learning Modules, Movement Education, Music Activities, Musical Instruments, *Music Education, Music Theory, Primary Education, Singing, Spanish, *Spanish Speaking, Spiral Curriculum, Student Evaluation, *Teaching Guides, Vocal Music

Fine arts for second graders are explored in the instructional and assessment activities of the fine arts strand of unit five. Four Spanish songbooks accompany kits 17-20; the recordings of the musical selections used are available on Cassette 17-20 (available separately from the Dissemination Center). The strand revolves around the theme of the school as a community and treats four spiraling questions dealing with the elements, wants and needs, change occurrences, and the results of change. Focus, objective, and materials for each activity are in Spanish and English, with teacher instructions in Spanish only. Singing, clapping rhythm band work, body movements to music, dancing games, and dramatics are some of the activities associated with the songs. Students learn to follow the direction of a simple score. They work with the elements of rhythm, form, the expressive qualities of timbre and musical style, the symbols for rests, the concepts of pitch, and the ascending and descending movement of the scale. Assessment activities provide testing materials to measure the knowledge gained in the instructional activities and to determine which concepts or skills need reinforcement. (DS)

ED 162 796 RC 010 928

**SCDC Spanish Curricula Units. Fine Arts Strand, Unit 5, Grade 2, Supplement & Ditto Packet.**

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.

Pub Date-75

Note-157p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 927

Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 188-7, $2.50; readers $0.25 each)

Language-Spanish; English

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Bilingual Education, Childrens Literature, Cultural Education, Enrichment Activities, *Fine Arts, Grade 2, Instructional Aids, Instructional Materials, Learning Activities, Music, Music Activities, *Music Education, Primary Education, Singing, Spanish, *Spanish Speaking, *Visual Aids, Vocal Music, *Worksheets

Identifiers-Ditto Masters, *Song Books

Complementing the instructional and assessment activities of the fine arts strand of unit five for second graders, this packet provides visual materials to aid the teacher in presenting the activities described in the teacher's guide. Materials for class activities are presented along with seatwork for individual students. Four Spanish songbooks accompany the supplement, and Cassette 17-20 provides a recorded version of the musical selections used (available separately from the Dissemination Center). Illustrations are provided to help stimulate oral language and conceptual development. Among the illustrations are scenes from songs, diagrams for rhythm band work, maps, pictures of organs, dance steps, representations of melodic contours, and a series of scenes from the story of Hansel and Gretel. The ditto packet provides ditto masters for developing awareness and auditory perceptions of environmental sounds, matching musical sounds and noises to pictures, perceiving contrasts in sound intensity, and working with melodic contours. Seatwork activities are designed for presentation under supervision rather than as individual tasks. Materials for classroom use are in Spanish. (DS)

ED 162 797 RC 010 929

**SCDC Spanish Curricula Units. Spanish SL, Unit 5, Grade 2, Teacher's Guide.**

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-332p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 930
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 193-3, $5.00)
Language-Spanish; English
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Bilingual Education, Decoding (Reading), Grade 2, Grammar, Instructional Materials, *Language Arts, Language Development, Language Experience Approach, Language Skills, *Learning Activities, Learning Modules, Listening Skills, Primary Education, Reading Comprehension, Reading Instruction, *Second Language Learning, *Spanish, Spanish Speaking, Speech Skills, Spiral Curriculum, Student Evaluation, *Teaching Guides, Vocabulary Development
Identifiers-*Spanish (Second Language)

The Spanish SL strand of unit five for second graders provides the English-dominant child with the structures and vocabulary he will need for effective communication in a bilingual environment. This teacher's guide contains assessment activities, activities for oral language development, and activities for listening and related skills of comprehension and interpretation. These activities help the child build concepts in his new language through formal and informal language experiences. Focus, materials and objective for the activities are given in Spanish and English, with teacher instructions in Spanish only. Two illustrated readers are used to help the child read by structures, recall details, identify feelings, and discuss cause-effect relationships. Activities provide opportunities for class participation through discussions, question-response exercises, musical games, songs, and written work. Pupils identify actions in pictures, tell time, work with rhymes, learn the days of the week, label and group objects, describe sensory perceptions, name parts of the body, and work with command and possessive words. Specific Spanish concepts include the contrast between the verbs ser'' and estar'', the introduction of the present progressive, noun and modifier agreement, past tense of verbs, and pronouns used as direct objects. (DS)

**SCDC Spanish Curricula Units. Spanish SL, Unit 5, Grade 2, Supplement & Ditto Packet.**

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-316p.; Not available in hard copy due to sideways reading material; For related document, see RC 010 929
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 194-1, $3.50; readers $0.25 each)
Language-Spanish; English
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Bilingual Education, Childrens Literature, Grade 2, Grammar, Instructional Aids, Instructional Materials, *Language Arts, Language Development, Learning Activities, Primary Education, Reading Materials, Second Language Learning, *Spanish, Spanish Speaking, *Visual Aids, Vocabulary Development, *Worksheets
Identifiers-Ditto Masters, *Spanish (Second Language)

The supplement and ditto packet to the Spanish SL strand of unit five for second graders provides visual materials for kits 17-20. Linguistic content of the unit was determined by its relation to the basic theme of the school as a community. Each kit treats a spiraling question. Illustrations are designed to implement oral language and conceptual development. Two Spanish readers accompany the materials. Kit 17 deals with the spiraling question of what the elements are, and supplement pictures aid the children in describing actions they see portrayed, identifying musical instruments, grouping and labeling, and working with story elements. Kit 18 treats the question of how wants and needs are satisfied; supplement materials are used to tell time, identify actions particular to certain times of the day, name foods, and recall events from the reader  Gisela''. The question of kit 19 is how change occurs, while supplement materials recall stories. Kit 20 works with what happens as a result of change. Visuals are provided for story recall, work with commands, coin identification, and cutouts for vocabulary identification. Ditto materials include cutouts, dot-to-dot drawings, vocabulary visuals, and written work. Language on materials for classroom use is in Spanish. (DS)

ED 162 799 RC 010 931

**SCDC Spanish Curricula Units. Language Arts, Unit 5, Grade 2, Teacher's Guide.**

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Spanish Curricula Development Center, Miami Beach, Fla.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date-77
Note-428p.; Not available in hard copy due to sideways reading material
Available from-Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752 (Order No. 179-8, $5.50; readers $0.25 each)
Language-Spanish; English
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Bilingual Education, Childrens Literature, Creative Expression, Decoding (Reading), Enrichment Activities, Grade 2, Grammar, Instructional Materials, *Language Arts, Language Experience Approach, Language Skills, *Learning Activities, Learning Modules, Primary Education, Reading Comprehension, Reading Instruction, Sentence Structure, Spanish, *Spanish Speaking, Spiral Curriculum, Student Evaluation, *Teaching Guides, Writing Exercises

Language arts instructional and assessment activities for second graders are presented in the unit five language arts strand. Two readers, Vamos de Viaje'' and Aventuras para Todos'', are used to help the student in reading for details, comprehension, story analysis, and work with grammatical elements. Most of the reading is silent on an independent basis. Basic activities include the structured reading, oral and written creative expression, language analysis, and review and reinforcement of the decoding process. Grammatical structures deal with different types of sentences, parts of speech, and vowel-consonant combinations. Activities for creative expression include writing stories, oral work in telling and dramatizing stories, and non-verbal communication activities in pantomime, body movement, and various art media. Students also work with concepts related to the unit theme of the school as a community and to four spiraling questions. Focus, materials, and objective for each activity are given in Spanish and English, with teacher instructions in Spanish only. Assessment activities measure the knowledge acquired in the instructional activities and determine concepts or skills that need reinforcement. (DS)

ED 162 800 RC 010 951

**Resources in Migrant Education.**
State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.
Pub Date-Nov 78
Note-25p.; For related document, see ED 137 047
Available from-Tad Thompson, Migrant Program Communications, Holcomb Room 112, State University College, Geneseo, New York 14454
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Agricultural Laborers, *Annotated Bibliographies, Annual Reports, Early Childhood Education, *Educational Programs, Elementary Secondary Education, *Migrant Education, Migrant Health Services, Migrant Welfare Services, Program Descriptions, *Resource Materials, Seasonal Laborers, *Socioeconomic Influences, *State Programs

Providing an annotated listing of 206 publications on migrant education and related topics, this publication is divided into three sections: State Reports, New York State/Bureau of Migrant Education/Migrant Program Communications, and National Farmworker Information Clearinghouse (NFIC). The section State Reports'' lists evaluation reports, project descriptions, resource units, research reports, teaching guides, handbooks, administrative guides, directories, and conference reports from 33 states and Puerto Rico. The second section provides publications and program awareness brochures pertaining to migrant education in New York, i.e., the Migrant Student Record Transfer System, the tutorial programs, migrant early childhood, day care programs, outreach services, interstate cooperation, bilingual development, census identification, health services, and parent education. Directories from the NFIC provide information on services, population characteristics, crop data, geographic distributions of farmworker populations within states, and other data that may be helpful. Several publications listed are out of print and only single copies are available at the Migrant Program Communications Office. However, these may be obtained for a fee to cover costs for photocopying. Out-of-print publications are indicated with (**) following the annotation. (NQ)

ED 162 801 RC 010 953

**Native American Graduate Program in Education The Pennsylvania State University. Program VIII Progress Report 1977.**

Pennsylvania State Univ., University Park. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Indian Education.
Pub Date-77
Note-11p.; Not available in hard copy due to small print size
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Alaska Natives, *American Indians, *Doctoral Degrees, *Educational Programs, Educational Strategies, Eskimos, Graduate Study, Higher Education, *Masters Degrees, *Professional Education, Student Financial Aid
Identifiers-*American Indian Education, *Native American Leadership Training Program, Pennsylvania State University

Since the summer of 1970, the Native American Leadership Training Program has prepared 88 Native American professionals from 39 tribal groups for administrative and policy-making positions in tribal organizations, federal and public shcools, and federal and state governments. In the fall of 1977 the program began its eighth year with 16 master's and doctoral candidates participating. Students enrolled in the program may seek Master's of Education degrees in Educational Administration or in Academic Curriculum and Instruction; the doctoral program includes a D.Ed. or Ph.D. degree in Education Administration. Additional activities are planned to make the program a unique experience for those participating. The weekly Native American Seminar examines current issues and significant studies in the education of Native American youth, provides a forum for sharing educational experiences, and draws upon the expertise of tribal leaders and other professionals by utilizing them as guest speakers. Field trips, conferences, and visiting lecturers such as officials from government agencies provide additional learning experiences. Financial support includes tuition expenses of $909 per term, travel expenses, and a monthly stipend of $400 plus dependent support of $75 per dependent. Applicants must be Indian, Eskimo, or Aleut descent, meet Graduate School requirements, and have demonstrated a dedication to the improvement of educational opportunities for Native Americans. Names, tribal affiliation, and positions of current and past participants in the Native American Leadership Training Program are also listed. (DS)

ED 162 802 RC 010 954

*Brown, Eddie F.*

**A Conceptual Framework for the Study and Analysis of Indian Communities. Second in a Series of Monographs for Social Work Practice with American Indians.**

Arizona State Univ., Tempe. School of Social Work.

Pub Date-78

Note-45p.

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*American Indians, *Community Characteristics, Curriculum Guides, *Ethnography, Federal Legislation, Federal Programs, Government Role, Higher Education, *Learning Modules, *Research Methodology, Reservations (Indian), *Self Determination, Social Characteristics, Social Systems, *Social Work, Social Workers, Teaching Guides, Treaties, Tribes

Identifiers-Tribal Sovereignty

Designed for presentation in three two-hour class periods, this five-unit module presents both a conceptual framework for the study and analysis of Indian communities and a guide to instructors in schools of social work for presentation of this framework to students in a classroom setting. Primary focus is upon federally recognized tribal reservations. Unit One deals with the 200 year old federal-Indian trust relationship and presents Indian tribal communities as sovereign and separate political entities. Unit Two discusses tribal communities as social systems with developed sub systems and social groupings designed to meet community members' needs. History and effects of federal Indian policy on tribal communities are examined in Unit Three along with the assertion that federal legal obligations and services have had the intended effect of reducing Indian tribal communities from self-reliance to economic dependency. Also explored is the inability of present American Indian communities to meet tribal members' needs; this situation is not the direct fault of Indian tribal systems but the failure of outside institutional systems imposed on tribal communities to alleviate the Indian Problem''. Unit Four examines the concept of Indian self-determination along with its implications for social work practice. Unit Five deals with social work practice with American Indian communities and states that social workers' understanding of the special conditions afforded Indian tribal communities through treaties and the Constitution provide a base for developing a strong advocate role. Study guide activities are provided to help the learner effectively utilize the conceptual framework presented. (Author/DS)

ED 162 803 RC 010 958

***Reyes, Manuel C.***
**The Migrant Child.**
Pub Date- 77
Note-25p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Cultural Background, Definitions, *Educational Needs, Ethnic Groups, Life Style, *Migrant Children, *Migrant Education, Migrant Housing, Motivation, Multicultural Education, *Role Models, *Self Concept
Identifiers-*California, *Cultural Contributions

A migrant child is one who has moved with his family from one school district to another during the preceding 12 months so that a parent or other immediate family member might secure employment in agricultural or fishery activity. In California, the 92,000 migrants living in 48 of the state's 58 counties include Chicanos, Mexican Americans, Tejanos, Mejicanos, Blacks, Native Americans, Filipinos, Anglos, East Indians, Vietnamese, Portuguese, and others. Educational needs of migrant children are tied to inadequate living conditions; interrupted education; health and nutritional defects; and lack of appreciation of migrant problems, identification with successful adult role models from their ethnic background, motivation to complete high school, personal, vocational, and family guidance, communication, common experiences, relevant opportunities, recognition of potential and creativity, and assistance from the community at large. Self-image may be improved by cross-cultural education and teaching about events and contributions made to society by persons of different ethnic backgrounds, i.e., American Indian Day, Mexican Independence Day, Vietnamese Day, Dr. Charles R. Drew, Elijah McCoy, and Roy Wilkins. (RS)

ED 162 804 RC 010 960

*Romo, Ricardo, Ed. Paredes, Raymund, Ed.*
**New Directions in Chicano Scholarship.**
Pub Date-78
Note-268p.
Available from-Chicano Studies Monograph Series, c/o Chicano Studies C-006, University of California, San Diego, La Jolla, California 92093 ($5.95); make checks payable to the Regents of the University of California
**Document Not Available from EDRS.**
Descriptors-Attitudes, Authors, Bilingualism, Code Switching (Language), Composition (Literary), Cultural Background, *Essays, *Folk Culture, Humor, *Literary Criticism, *Literature, *Mexican Americans, Political Influences, *Socioeconomic Influences, Urbanization
Identifiers-Chacon (Felipe Maximiliano), *Chicano Literature, Chicanos

Representing various scholarly interests and ideologies, 7 of the 12 essays discuss ethnographers frequent misrepresentation of Chicano culture because they are unaware of the performance'' element of Chicano behavior; agringado joking'', a tactic used by Texas Chicanos to mark ethnic boundaries and to protect their cultural identity; the strengths and deficiencies of such critical approaches as formalist and culturalist; the strong political consciousness shown by contemporary Chicano poetry; Felipe Maximiliano Chacon, a prominent literary figure of the 1920's; the political favor of much Chicano poetry and their limitations; and 19th-century American responses to Mexican character and culture as determined largely by Anglo-American traditions of anti-Catholicism, Hispanophobia'', and a legacy of distorted images of the Mexican aborigines. Two essays discuss the Chicano occupation experience and their movement into American cities from 1900 to 1930. Chicano Bilingualism'' presents an overview of Chicano bilingualism, attributing the widespread retention of Spanish to the persistence of many Chicanos at the lower level of the economic structure where acculturation is minimized. The Social Implications of Intra-Sentential Code-Switching'' rejects the notion that Chicano code-switching occurs randomly and describes the particular social situations in which various forms of this activity take place. Focusing on a recently published cancionero'' by Americo Paredes, the last essay explains how various musical forms illuminate regional varieties of Chicano culture. (NQ)

ED 162 805 RC 010 961

*Davis, Nancy Yaw*
**Steps Toward Understanding Rapid Culture Change in Native Rural Alaska.**
Spons Agency-Joint Federal-State Land Use Commission for Alaska, Anchorage.
Pub Date-Feb 76
Note-90p.
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-*Alaska Natives, Change Strategies, Community Involvement, Cultural Differences, *Culture, Economic Change, Ethnic Groups, Human Resources, *Land Use, *Policy Formation, Population Trends, Public Policy, *Rural Areas, Social Structure, Transportation, Travel, Values
Identifiers-*Alaska

To increase understanding of culture change in rural Alaska as it specifically pertains to selected policy-related issues outlined by the Federal-State Land Use Planning Commission staff, four general areas are addressed: traditional subsistence use and effects of changing access and availability of those activities, apparent long-range effects of cash and jobs on village life, means of communication among villages and between villages and government, and changes in the social order of village life. Data from questionnaires completed by 80 residents of the village of Old Harbor is analyzed providing insight into commission questions pertaining to population changes values of the good life, changes in economic organization, restricted access, intra-regional ties, travel and transportation, social organization, intercommunication and cultural contact (government/village), the Alaska Native Land Claims Settlement, and Land Use Planning Commission role. Main policy implications of the study are the need for careful assessment of each village to be directly or indirectly affected by change in land status/access, involvement of villagers on issues/alternatives, and increased awareness by all Alaskans of regional and village differences. It is concluded that anthropological methodologies may be useful for incorporating social and cultural considerations into land use and economic development planning. (RS)

ED 162 806 RC 010 962

*Williams, Blanch S.*

**Social, Economic and Health Characteristics of Older American Indians (Part 2 of 2). Statistical Reports on Older Americans, June 1978.**

Administration on Aging (DHEW), Washington, D.C. National Clearinghouse on Aging.

Report No.-DHEW-OHDS-78-20289

Pub Date-Jun 78

Note-36p.; Tables 2, 4, and 8 may not reproduce well due to small print size; For related document, see ED 138 416

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Alaska Natives, *American Indians, *Census Figures, Comparative Analysis, Cultural Differences, Death, Delivery Systems, Demography, Economic Disadvantagement, *Economic Factors, Employment Patterns, *Health Conditions, Nonreservation American Indians, *Older Adults, Reservations (Indian), Rural Urban Differences, *Social Characteristics, Statistical Data

In 1970 the Indian population of all ages was 763,000; 148,600 were 45 years of age or older and 43,800 were 65 years of age or older. Two-thirds of all older American Indian women and slightly more than one-third of the older men were either single, widowed, or divorced. Half of the older Indians received incomes below $1,408; this was 24% below the median income of all older persons. Only 7% of older Indians received incomes of $5,000 or more. The proportion of elderly Indians below the poverty level in 1969 was nearly double that of the total older population. The life expectancy at birth for Indians and Native Alaskans is 65.1 years, seven years less than that for white persons. The leading causes of deaths among the older Indian population in 1974 included heart disease followed by cancer. Cultural differences, low income, and lack of a focal point for services have all contributed to the plight of elderly Indians. This report, the second of two reports on older American Indians, focuses on persons age 45-64 and 65+. It contains statistical tables and analyses on marital status, household composition, labor force characteristics, income and poverty, education, health, life expectancy, and mortality. Data were taken primarily from the 1970 census as well as from the Indian Health Service and the Social Security Administration; they show the economic, social, and health situations of the older Indian population to be worse than that for elderly persons of all races. (Author/DS)

*Mellor, Earl F. And Others*

**Workers of Spanish Origin: A Chartbook. Bureau of Labor Statistics Bulletin 1970.**

Bureau of Labor Statistics (DOL), Washington, D.C.
Pub Date-78
Note-130p.; Not available in hard copy due to sideways reading material
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 029-001-02134-8)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Census Figures, Charts, Comparative Statistics, Economic Disadvantagement, Educational Background, *Employment, Ethnic Groups, Family Income, Heads of Households, *Labor Force, Mexican Americans, Puerto Ricans, Sex Differences, *Socioeconomic Status, *Spanish Americans, Spanish Speaking, *Statistical Data, *Unemployment, Wages, Work Experience, Working Women

Selected characteristics of the Spanish origin population (Mexican American, Puerto Rican, Cuban, Central or South American, and other Spanish) and labor force in the United States are presented in this chartbook, compiled from the March 1976 Current Population Survey. Divided into four sections, the chartbook looks at the size and composition of the labor force and labor force participation rates; characteristics of the unemployed and their unemployment rates; 1975 work experience (weeks worked and incidence of unemployment) and earnings received; and family income and poverty. Three appendices contain technical notes, definitions of terms, and a statistical table for each chart. Much of the data in the four sections and one appendix are cross-classified by sex, family relationship, school years completed, and other demographic and social characteristics. Data indicate that persons of Spanish origin make up 5% of the total population, 4% of the civilian labor force, 6% of the unemployed, 2% of the labor force with four or more years of college, 12% of the labor force with eight or less years of school, 2% of workers in professional or technical occupations, and 7% of those in semiskilled jobs. Twelve percent of all families in poverty are headed by Spanish-origin persons. (RS)

ED 162 808 RC 010 965

*Ortiz de Montellano, Bernard R.*
**Magic, Myth and Minority Scientists.**
Pub Date-26 Feb 78
Note-21p.; Paper presented to a meeting of the Society for the Advancement of Chicanos and Native Americans in Science (Boulder, Colorado, February 26, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*American Indians, *Career Awareness, Career Planning, Classroom Materials, Computer Assisted Instruction, *Cultural Background, Educational Objectives, Elementary Secondary Education, *Mexican Americans, Minority Groups, Problem Solving, Role Models, Science Activities, *Science Careers, Scientific Attitudes, Self Esteem, Student Attitudes, *Teaching Techniques
Identifiers-*Chicanos, Cultural Contributions

Optimum time for efforts to attract minority students to a science career is when the students are enrolled in grade school and junior high school rather than at undergraduate and graduate levels, where many present programs are aimed. Student population is at its maximum in grade school, and successful efforts will reduce the amount of remedial work needed later. Attitudes which should be instilled during grade school in minority students, specifically Chicanos and Native Americans, include a feeling that science and mathematics are fun and that science is relevant to the child's culture, and a feeling of identification with men and women who are scientists and of self-worth and confidence in dealing with scientific and math concepts. These goals may be accomplished through magic shows'' using several standard demonstrations, i.e., chemical snake and the iodine clock reaction, to give minority grade school children a feeling that science is fun, teach them fundamentals, and present role models; culturally oriented classroom materials which show the interaction of science and native cultures; and computer programming as a learning strategy to teach problem solving. Minority scientists should be developing curricular materials along these lines and pressing for funding to work in these areas. (RS)

ED 162 809 RC 010 967

*Bowles, Gladys K.*

**Contributions of Recent Metro/Nonmetro Migrants to the Nonmetro Population and Labor Force.**

Spons Agency-Economics, Statistics, and Cooperatives Service (DOA), Washington, D.C.; Georgia Univ., Athens. Inst. for Behavioral Research.

Pub Date-Nov 78

Note-10p.; Not available in hard copy due to small print size and colored paper in original document; Modified version of a paper presented at the annual meeting of the Population Association of America (Atlanta, Georgia, April, 1978)

Journal Cit-Agricultural Economics Research; v30 n4 Oct 1978

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Academic Achievement, Age, Comparative Analysis, Demography, Employment Level, Income, *Labor Force, *Migrants, *Migration Patterns, Occupational Surveys, *Population Trends, Racial Composition, Regional Characteristics, *Rural Population, Rural to Urban Migration, Statistical Studies, *Urban to Rural Migration

Identifiers-*Nonmetropolitan Population

An assessment of contributions of metro/nonmetro migrants to the population and labor force of nonmetro localities is presented in narrative and tables, with data based on special tabulations from the March 1975 Current Population Survey of the Bureau of the Census. Migrants are described in terms of characteristics (compared by race, sex, age, education, region of previous residence, employment rate), replacement of nonmetro population lost through outmigration, occupation, and income. Statistics reveal that one-eighth of the 1975 nonmetro population lived in metro areas five years earlier, and that metro/nonmetro migrants more than replaced the 5.1 million persons moving in the opposite direction, except among young adults, blacks, and college educated persons. In occupation, industry, and income attributes, migrants did not have a negative impact on the nonmetro population. High proportions were in white-collar occupations and industries, and average income was no less than that of the total nonmetro population. Remarkable similarity was noted in incomes of metro/nonmetro migrants and persons moving in the opposite direction. Replacement was nominally higher among people remaining within the North and West than in the South, but in regional exchanges, the South gained at the expense of the rest of the country. (Author/RS)

ED 162 810 RC 010 969

**Bilingual Education for American Indians. Vol. II Navajo. Curriculum Bulletin 13.**

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date-73

Note-68p.; Not available in hard copy due to poor print quality of original document

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*American Indians, Bibliographies, *Bilingual Education, Bilingualism, Conference Reports, Curriculum Design, Curriculum Development, Early Childhood Education, Elementary Secondary Education, English (Second Language), Higher Education, Instructional Materials, *Language Programs, *Navajo, Reading Materials, School Community Cooperation, Second Language Learning, *State of the Art Reviews, Teacher Education, Teaching Methods

Identifiers-*American Indian Education, Bureau of Indian Affairs, *Navajo (Tribe)

Bilingual education for Navajos is the central element in changing education from an alien function to one shared and controlled by the community. A number of community-controlled educational systems have become the driving force in Navajo bilingual education, and the past three years have produced not just higher quanitity, but considerably improved quality, according to Dr. Bernard Spolsky, director of the Navajo Reading Study at the University of New Mexico (UNM). Spolsky's paper Advances in Navajo Bilingual Education, 1969-72'' is featured in this curriculum bulletin, which seeks to enlarge the case for Navajo bilingual education and update the state of the art. Three conference reports are also included. The first, which covers a Navajo bilingual-bicultural materials conference held in Albuquerque in October, 1972, discusses curriculum ideas shared by persons involved with Navajo language teaching. The second report includes a student proposal requesting implementation of a Navajo bilingual education program at UNM along with a description of the faculty-student meeting that responded to the proposal. The third paper summarizes proceedings of a November, 1972, conference at UNM which examined questions relating to the training of Navajo bilingual teachers. Final portion of the document is a supplement to the 1970 Analytical Bibliography of Navajo Reading Materials''. It features 49 listings, most of which were published between 1970-72, and includes information on author, title, publisher, source, and educational level, along with a brief description of the publication's content. (DS)

ED 162 811 RC 010 970

*Streiff, Paul R.*

**Procedural Due Process in Indian Education. Scripts for a Two-Part Filmstrip/Audio Tape Program. Curriculum Bulletin 18.03.**

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date-Mar 76

Note-31p.; Not available in hard copy because of poor print quality of original document

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*American Indians, *Audiovisual Programs, Discipline Policy, *Due Process, Educational Administration, Elementary Schools, Filmstrips, Governing Boards, Hearings, Justice, *Policy Formation, *School Law, Scripts, Secondary Education, Secondary Schools, Student Government, *Student Rights, Suspension, Tape Recordings

Identifiers-American Indian Education, *Bureau of Indian Affairs

In 1974 new sections added to the Code of Federal Regulations and the Indian Affairs Field Manual required the establishment of programs of student rights and responsibilities and due process procedures in schools operated or funded by the Bureau of Indian Affairs. This two-part filmstrip and audio tape program is designed to assist educators and students in establishing due process procedures that would be of benefit to all parties concerned. Part I defines due process in its simplest terms as justice or fair play''. Due process procedures must include assurances of eight basic rights: (1) to have a written notice of charges prior to a formal hearing; (2) to have a fair and impartial hearing; (3) to have parents present and to be represented by council; (4) to cross-examine witnesses; (5) to receive a written record of the hearing and disciplinary actions taken; (6) to an administrative review and appeal; (7) to remain silent; and (8) if found not guilty, to have all information relating to the charges removed from school records. Part II presents guidelines for establishing due process procedures in a school. It lists student representation in government and an official, written code of rules and regulations as prerequisites for establishment of due process procedures. Suggestions are given for acquainting faculty with the rules and procedures of due process. The necessary components of a formal hearing are discussed along with a step-by-step description of the procedure to be followed. (DS)

ED 162 812 RC 010 972

*Dubay, Robert W.*

**Reflections of A Country Doctor: Or, A Ph.D. At A Rural Junior College.**

Pub Date- 77

Note-7p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Differences, Educational Needs, Higher Education, Information Needs, Institutional Characteristics, *Junior Colleges, Needs Assessment, *Problems, Regional Cooperation, *Research Needs, *Rural Schools, *Small Colleges

Probably no facet of American higher education has received less serious evaluation and study than small and/or rural two-year colleges. Though the work of the American Association of Community and Junior Colleges Task Force of Small/Rural Community Colleges (particularly on the themes of finance and communication of information) is a helpful beginning, a full-scale study remains to be done. Emphasis specifically on aspects of small junior colleges is crucial whether one defines small'' as 2,000 students (comprising more than 42% of two-year colleges in the U.S.) or 1,000 students (more than 31%). Until an exhaustive study appears in print, these suggestions may be appropriate: (1) regional meetings to address topics relevant to small/rural colleges; (2) a newsletter for smaller institutions; (3) priority lists developed through questionnaires of topics to be dealt with; (4) position paper/area subdivision projects (for example, continuing education, tapping private business resources, resource pooling, data collection, professional growth and development, minimum standard guidelines); and (5) increased representation in affairs of junior college organizations that study issues and problems that affect small or rural institutions. (RS)

ED 162 813 RC 010 974

*Sanchez, Billie Sue*

**Marriage Deferment and Achievement: Antecedents and Consequences Among Rural Youth.**

Pub Date-Dec 78

Note-135p.; Master's Thesis, Texas A & M University

**EDRS Price MF-$0.83 HC-$7.35 Plus Postage.**

Descriptors-Academic Aspiration, *Achievement, Attitudes, Black Achievement, Black Attitudes, Caucasians, Educational Attitudes, Expectation, Females, Longitudinal Studies, Males, *Marriage, *Occupational Aspiration, Occupational Mobility, Racial Differences, *Rural Youth, Social Attitudes, *Socioeconomic Status, *Southern States, Vocational Counseling

Identifiers-Alabama, Attainment, *Deferment, Georgia, Louisiana, Mississippi, South Carolina, Texas

To determine what effect marriage deferment might have on the ability of both sexes to achieve higher educational levels and, therefore, possibly higher occupational status, the study examined socioeconomic status, attitudes toward future educational and occupational attainments, actual educational and occupational attainments, and desired marriage age among 1052 black and white rural youths of both sexes in five southern states. The study used longitudinal data collected under the auspices of the Southern Youth Study in 1966, 1968, and 1972. The four-stage analysis examined the relationship between social origin and marriage deferment; the influence on marriage deferment of adolescent attitudes on education, occupation and marriage; and the consequences of marriage deferment on early adult achievement attitudes and attainment. The findings imply that marriage deferment is not determined by social class, that marriage deferment has a possible effect on achievement attainment, that the relationship of achievement attitudes and marriage deferment differs by race, and that the achievement attitudes for females are significantly depressed by early marriage. Although the results cannot be generalized to all populations, the study has both practical and theoretical applications. (SB)

**Rural Research in USDA. Hearings Before the Subcommittee on Agricultural Research and General Legislation of the Committee on Agriculture, Nutrition, and Forestry, United States Senate, 95th Congress, 2nd Session (May 4 and 5, 1978).**

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture, Nutrition, and Forestry.

Pub Date-May 78

Note-400p.; Not available in hard copy due to small print size of original document

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Agency Role, Citizen Participation, Data Bases, Extension Education, Federal Legislation, *Financial Support, *Hearings, Interagency Coordination, *Land Grant Universities, Needs Assessment, Public Policy, *Research, Research Utilization, *Rural Development, Rural Extension

Identifiers-*Department of Agriculture, Rural Development Act 1972

In these hearings, discussion centered on the state of rural development research in the U.S. Department of Agriculture (USDA). Testimony by 19 persons connected with various government and private agencies and groups and with land-grant universities are contained in the hearings, along with letters, articles, and other submitted materials and an outline of the two-day hearings. In particular, emphasis was placed on amount and type of rural development research apart from basic agricultural research. Three general topics were: (1) what is nonfarm, nonfood and fiber rural development research; (2) analysis of research priority system for USDA and the land-grant system, including the colleges of 1870; and (3) applicability and availability of research to rural people issues of access and usefulness. Research areas mentioned include housing, quality of life, transportation, leadership, energy, community development, health, employment, service delivery, land use, and identification of need through citizen participation. About USDA operations, testimony concerned commitment, coordination of research efforts, funding, rural data base, a rural policy, Extension Service role, and implementation of research. Much testimony focused on implications of lack of specific funding for Title V programs in the 1979 budget. Hearings were chaired by Sen. Patrick J. Leahy of Vermont. (RS)

*Quimper, Barry E. And Others*

**Cooperative Project in Native American Development. 1977 Summer School Evaluation Report, Title IV, Part A.**

Saginaw Public Schools, Mich.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date-Oct 77

Note-39p.; Not available in hard copy because of poor print quality of appendices

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-American Indian Culture, Cooperative Programs, *Cultural Enrichment, Curriculum Development, Elementary Education, Inservice Teacher Education, *Instructional Materials, *Language Arts, Parent Attitudes, *Program Evaluation, Social Studies, Staff Improvement, *Summer Schools, Tribes

Identifiers-*American Indian Education, Chippewa (Tribe), Michigan (Saginaw), Ottawa (Tribe), Potawatomi (Tribe), *Woodland Indians (Anthropological Label)

The Summer School beginning the second year of the three-district, cooperative project was administered by the Saginaw, Michigan, Intermediate School District. The program had two objectives: to field test three curriculum packages dealing with Woodland Indian Social Studies-Language Arts, and to provide for the special needs of Indian students for cultural awareness, enrichment, and recreational/social activities.'' Sixty-three students in grades K-8 and a staff of 12 participated in the program. Evaluation of the first objective by reviewing the modifications and additions to the curriculum packages and by classroom observation revealed that development of the packages was well underway. Evaluators studied objective referenced test results and parent questionnaires to determine that a performance standard was met only one third of the time for the second objective. Ninety-five percent of the parents responding to the questionnaire were satisfied with the summer school program. Evaluators recommended a review of performance standards, modification of test items and procedures, and continued curriculum revision. Appendices include registration forms, newspaper releases, preservice agenda, proposal statement of objectives, parent questionnaire and tests. (SB)

ED 162 816 RC 010 981

*Quimper, Barry E. And Others*

**Cooperative Project in American Indian Development. Product Evaluation Report, Title IV, Part A, 1977-78.**

Saginaw Public Schools, Mich.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Indian Education.

Pub Date-Aug 78

Note-55p.; Not available in hard copy because of poor print quality of appendices

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-American Indian Culture, Change Agents, Cooperative Programs, *Cultural Enrichment, Curriculum Development, Elementary Education, Family School Relationship, *Home Visits, *Inservice Teacher Education, Parent Participation, *Program Evaluation, Staff Improvement, Student Opinion, Teacher Workshops

Identifiers-*American Indian Education, Michigan (Saginaw), *Woodland Indians (Anthropological Label)

The second year of the three-district, cooperative program was only partially successful. The City of Saginaw, Michigan, was the Local Educational Agency (LEA) for the program designed for grades K-8 with funding of about $60,000. The project had three broad objectives. Only the first, to provide a program of cultural enrichment using local Indian instructors, was attained. Fifty-two students and adults and five instructors participated in eleven sessions. The second objective was to use a team of two teachers and one parent per participating district to develop and conduct inservice activities on the revised curriculum package. The third objective involved the use of a home-school liaison specialist to increase parent participation and to help determine program improvements. Evaluators observed enrichment sessions, studied a Cultural Awareness Enrichment Program: Evaluation Form'' completed by most participants, and obtained other data from the home-school liaison specialist and teacher/parent teams. They found that objectives two and three were only partially attained due to lack of planning and supervision by project leaders and recommended that this be improved. They also repeated several recommendations from the evaluation of the 1976-1977 project. Appendices include proposal statement of objectives, the evaluation form, and the Teacher Inservice Packet. (SB)

ED 162 817 SE 025 014

*Clarkson, W. W. And Others*

**Land Application of Wastes: An Educational Program - Introduction and Script.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency-Corps of Engineers, Washington, D.C.; Environmental Protection Agency, Washington, D. C.

Pub Date-Jan 78

Grant-EPA-T-900500

Note-27p.; For related documents, see SE 025 015-035; Not available in hard copy due to copyright restrictions; Script marginally legible

Available from-Van Nostrand Reinhold, 450 West 33rd Street, New York, N.Y. 10001

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Agriculture, Environment, *Instructional Materials, *Land Use, *Learning Modules, Postsecondary Education, Resources, *Sanitation, *Waste Disposal, *Wastes

Identifiers-Land Application, *Waste Water Treatment

This is the introductory module to the Land Application of Wastes educational program. The module contains information on the content, structure, and dynamics of the program. Also included with the module is a script to accompany a slide presentation. The Land Application of Wastes program consists of twenty-five modules and audio-visual materials. The modules incorporate knowledge from sanitary and environmental engineering, agronomy, soil science, agricultural engineering, economics, and law. (BB)

ED 162 818 SE 025 015

*Clarkson, W. W. And Others*

**Land Application of Wastes: An Educational Program. Societal and Legal Constraints - Module 1.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency-Corps of Engineers, Washington, D.C.; Environmental Protection Agency, Washington, D. C.

Pub Date-Jan 78

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Descriptors-Environment, *Instructional Materials, *Land Use, *Laws, *Learning Modules, *Legal Problems, Postsecondary Education, Sanitation, *Waste Disposal, Wastes

Identifiers-Land Application, *Waste Water Treatment

This module is an introduction to the legal and societal considerations which must be appraised when land application systems are being designed. It serves as an introduction to the federal legislation and state guidelines pertaining to land treatment. The main thrust of this module is to point out some of the concerns which a community is likely to express regarding land treatment proposals, and to illustrate the importance of open dealings with the community to foster public participation in the decision-making process. Zoning ordinances, the various planning and zoning boards, public acceptance, community concerns, economic and aesthetic factors are some of the concepts discussed in relation to land application. To illustrate each of these concepts, and the interrelationships among the various local bodies in a well thought out public acceptance campaign, two case histories are presented. (Author/BB)

ED 162 819 SE 025 016

*Clarkson, W. W. And Others*

**Land Application of Wastes: An Educational Program. Site Evaluation - Module 2, Objectives, Script, and Sources of Information.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency-Corps of Engineers, Washington, D.C.; Environmental Protection Agency, Washington, D. C.
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**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Environment, *Geology, *Instructional Materials, *Land Use, *Learning Modules, Postsecondary Education, Sanitation, *Soil Science, *Waste Disposal, Wastes
Identifiers-Land Application, *Waste Water Treatment

This module describes important criteria to use in evaluating land for waste treatment sites and tells where the necessary information for such evaluation can be obtained. Among the important criteria for evaluation are climate, land use of potential site and surrounding areas, topography, drainage characteristics, soil properties, and geology. Climatic data are available for most locations in the United States in monthly and 10-year summaries. Computer programs can be obtained which identify unfavorable and favorable days for waste application in both wet and cold climates. Planning agencies on the local, regional and state level have information on land use. Topographic maps, information on water levels and water quality, and local groundwater conditions are available from U.S. and state geological surveys. Modern soil surveys published since 1960 provide a wealth of data in addition to soil physical properties. Aerial photos show land use, drainage, and topography of the land. (Author/BB)

ED 162 820 SE 025 017

*Clarkson, W. W. And Others*

**Land Application of Wastes: An Educational Program. Soil as a Treatment Medium - Module 3, Objectives, Script and Booklet.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency-Corps of Engineers, Washington, D.C.; Environmental Protection Agency, Washington, D. C.

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**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Biology, Chemistry, Environment, *Instructional Materials, *Land Use, *Learning Modules, Postsecondary Education, Sanitation, *Soil Science, *Waste Disposal, *Wastes

Identifiers-Land Application, *Waste Water Treatment

This module examines the basic properties of soil which have an influence on the success of land treatment of wastes. These relevant properties include soil texture, soil structure, permeability, infiltration, available water capacity, and cation exchange capacity. Biological, chemical and physical mechanisms work to remove and renovate wastes after their application to the soil. Wastes are removed physically through filtration by the soil and altered by dilution, either upon entering the groundwater or by augmentation in the soil with natural rainfall or snowmelt. Absorption and precipitation are the two main processes of chemical retention of wastes in soil. Potentially toxic elements and the macronutrients nitrogen and phosphorus are partially controlled by chemical mechanisms in soil. Biological mechanisms alter waste constituents in stages. Soil organisms decompose organic compounds. The soil's ability to handle wastes is limited by the loading of nitrogen, phosphorus, and water, the addition of potentially toxic materials, and its sodium adsorption ration. This module summarizes these limitations, identifying nitrogen as the major limiting factor in most situations. (Author/BB)

*Clarkson, W. W. And Others*
**Land Application of Wastes: An Educational Program. Treatment Systems, Effluent Qualities, and Costs - Module 4, Objectives, Script, and Booklet.**
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency-Corps of Engineers, Washington, D.C.; Environmental Protection Agency, Washington, D. C.
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**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Cost Effectiveness, Environment, *Instructional Materials, *Land Use, *Learning Modules, Postsecondary Education, *Sanitation, *Waste Disposal, Wastes, Water Pollution Control
Identifiers-Land Application, *Waste Water Treatment

This module describes the following conventional treatment systems and evaluates their use as pretreatment steps for land application: preliminary, primary, secondary, disinfection, and advanced waste treatment. Effluent qualities are summarized, a brief discussion of application systems is given, and cost comparisons are discussed in some detail. Different approaches to sizing of conventional and land application systems are discussed, and have a significant bearing on actual cost comparisons. (Author/BB)

ED 162 822 SE 025 019

*Clarkson, W. W. And Others*
**Land Application of Wastes: An Educational Program. Waste Characteristics - Module 5, Objectives, and Script.**
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency-Corps of Engineers, Washington, D.C.; Environmental Protection Agency, Washington, D. C.
Pub Date-Jan 78
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**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Biology, Chemistry, Environment, *Instructional Materials, *Land Use, *Learning Modules, Pollution, Postsecondary Education, Sanitation, *Waste Disposal, *Wastes, *Water Pollution Control
Identifiers-Land Application, *Waste Water Treatment

This module introduces the physical, biological, and chemical constituents of wastewaters and sludges which are of concern in land treatment systems. The characteristics of typical municipal wastewater are tabulated for strong, medium, and weak sewages. Some of the factors affecting pollutant concentrations are listed. Flow, distribution and expected removals of various waste constituents in conventional treatment systems are illustrated through the use of flow diagrams. Since the liquid effluent or sludge from various conventional pretreatments, as well as raw wastewater, may be the influent to a land application site, this information is necessary to the design of land treatment schemes. A summary of flow distribution and pollutant removals in land treatment systems is presented in a script written to accompany a slide presentation. (Author/BB)

ED 162 823 SE 025 020

*Clarkson, W. W. And Others*

**Land Application of Wastes: An Educational Program. Design Procedures for Land Application of Wastes - Module 6, Objectives, Script and Figures.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency-Corps of Engineers, Washington, D.C.; Environmental Protection Agency, Washington, D. C.

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**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Design, *Engineering, Environment, *Instructional Materials, *Land Use, *Learning Modules, Postsecondary Education, Sanitation, *Waste Disposal, Wastes

Identifiers-Land Application, *Waste Water Treatment

The purpose of this module is to develop a general procedure to decide the feasibility of land application as a waste management alternative, given a specific problem situation. This information provides a framework within which to apply the information presented in all other modules in the program. An outline of the general procedure followed in engineering design is presented, then related to the procedure to be followed for land application. The design procedure is divided into a two-level approach. The first level is intended to roughly approximate the initial feasibility determination for this technology. Major problems created by water management, solids and organic characteristics of the wastes, nutrients, toxic elements, and site determination are identified. This analysis is illustrated by the design example on land application of harbor dredge spoil. Level II analysis makes use of the comprehensive modules to examine the limiting factors in detail and other major concerns which will affect the final problem solution. (Author/BB)

ED 162 824 SE 025 021

*Clarkson, W. W. And Others*

**Land Application of Wastes: An Educational Program. Role of Vegetative Cover - Module 7, Objectives, and Script.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency-Corps of Engineers, Washington, D.C.; Environmental Protection Agency, Washington, D. C.

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**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Agronomy, Botany, Environment, *Instructional Materials, *Land Use, *Learning Modules, Postsecondary Education, Sanitation, Science Education, Soil Science, *Turf Management, *Waste Disposal, Wastes

Identifiers-Land Application, *Waste Water Treatment

This module discusses some of the objectives of incorporating vegetative cover in land treatment systems. Specific crops and forest cover are mentioned in relation to benefits associated with each, and specific treatment alternatives (irrigation, overland flow, and rapid infiltration) are included in relation to vegetative cover considerations. Waste treatment by land application rests on the ability of a given site to handle additions of both water and other waste constituents. A suitable vegetative cover enhances the capacity of soil to accept and renovate wastes through several means. Rooted plants protect the soil from erosion loss, encourage and maintain infiltration, accelerate soil drying through transpiration, absorb nutrients, produce economic benefits from crop harvest, and possess an aesthetic appeal. (Author/BB)

ED 162 825 SE 025 022

*Clarkson, W. W. And Others*

**Land Application of Wastes: An Educational Program. Climate and Wastewater Storage - Module 8, Objectives, and Script.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

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Descriptors-*Climatic Factors, *Computer Programs, Environment, *Instructional Materials, *Land Use, *Learning Modules, Meteorology, Postsecondary Education, Sanitation, *Waste Disposal, Wastes

Identifiers-Hydrology, Land Application, *Waste Water Treatment

This module discusses the hydrologic considerations that apply to land application of wastes. These are precipitation, infiltration and percolation, evapotranspiration, runoff, and groundwater. Climatic considerations that relate to wastewater storage are also discussed. Particular emphasis is given to wastewater flow, precipitation, evaporation, and seepage. The determination of the wastewater storage period by analyzing climatic factors such as location of the site, temperature, precipitation, snow cover and soil moisture is discussed. Computer programs that can be used to do this are given. (BB)

ED 162 826    SE 025 023

*Clarkson, W. W. And Others*

**Land Application of Wastes: An Educational Program. Pathogens - Module 9.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency-Corps of Engineers, Washington, D.C.; Environmental Protection Agency, Washington, D. C.

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**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Disease Control, Environment, *Health, *Instructional Materials, *Land Use, *Learning Modules, Microbiology, Pathology, Postsecondary Education, Sanitation, *Waste Disposal, Wastes

Identifiers-Land Application, *Waste Water Treatment

This module is intended to help engineers evaluate the relative health risks from pathogens at land treatment sites versus conventional waste treatment systems. Among the topics considered are the following: (1) the relationship between survival time of pathogens and the chance of disease transmission to humans; (2) the factors that favor survival of pathogens in the soil; (3) survival of pathogens on vegetation; (4) factors which affect the movement of pathogens through the soil and their uptake and retention on soil particles; (5) the possibility of pathogens moving to the groundwater and how long they live in groundwater; (6) the risks of crop contamination and how to minimize them; (7) the effects of various conventional treatment processes on pathogen removal; (8) factors that affect efficiency of chlorination on pathogen removal; (9) ways to minimize disease risks to animals grazing on wastewater-irrigated pasture; (10) insect control at the land site; (11) specific pathogens contained in wastewater; (12) infective doses; and (13) ways to reduce pathogens in aerosols. (Author/BB)

ED 162 827 SE 025 024

*Clarkson, W. W. And Others*

**Land Application of Wastes: An Educational Program. Costing Land Application Systems - Module 10.**

State Univ. of New York, Ithaca, Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency-Corps of Engineers, Washington, D.C.; Environmental Protection Agency, Washington, D. C.

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Descriptors-*Cost Effectiveness, *Economics, Environment, *Instructional Materials, *Land Use, *Learning Modules, Postsecondary Education, Sanitation, *Waste Disposal, Wastes

Identifiers-Land Application, *Waste Water Treatment

This module expands on the concepts of cost estimation and comparison of costs among various treatment alternatives which were presented in a previous module. The need for useful published cost data is stressed. Criteria for selecting cost references are presented, and examples of charts and graphs from several of these are used in comparing land application and conventional treatment schemes. Several critical cost factors are identified. A summary of generalized cost comparisons is made. Several pertinent cost references are listed, and the importance of keeping up to date with new reference material is pointed out to land treatment site designers. (Author/BB)

*Clarkson, W. W. And Others*

**Land Application of Wastes: An Educational Program. Potentially Toxic Elements - Module 11.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

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**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Chemistry, Environment, *Instructional Materials, *Land Use, *Learning Modules, *Pollution, Postsecondary Education, Sanitation, *Waste Disposal, Wastes

Identifiers-Land Application, *Toxicity, *Waste Water Treatment

Five elements are identified as being potentially hazardous in this module. These are boron, cadmium, copper, molybdenum, and nickel. The hazards to plants and animals posed by these elements are discussed in some detail. The sources of toxic elements in sewage and the factors that effect the uptake of toxic elements by sewage sludge are also discussed. Methods of computing allowable sludge loading rates to land are discussed and compared. Sludge loading on the basis of potentially toxic elements is compared to the nitrogen basis and the specific limitations which cadmium may exert. (BB)

*Clarkson, W. W. And Others*

**Land Application of Wastes: An Educational Program. Waste Application Systems - Module 12, Objectives, and Script.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

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Descriptors-*Agriculture, Environment, *Land Use, *Learning Modules, Sanitation, Science Education, *Waste Disposal, Wastes, *Water Resources

Land application systems are discussed with reference to the options available for applying wastewater and sludge to the site. Spray systems, surface flow methods, and sludge application schemes are all included with discussions of the advantages and disadvantages of each option within these categories. A distinction is made between the choice of treatment method and the application system. The selection of an application system is a function of the treatment alternative. Selection of alternative is made on the basis of fundamental soil, plant, waste and management factors pointing to overland flow, rapid infiltration, or irrigation as most appropriate for the given situation. Application systems described in this module include seven types of sprinkler irrigation techniques, gated pipe, three ditch systems, and the three most common field surface irrigation methods. Sludge spraying, spreading and subsurface injection are outlined. One important aspect of application system design is uniformity of wastewater contact with the treatment medium. This topic is addressed from a theoretical standpoint and related to the practical situation. A brief discussion of the special problems encountered in overland flow and rapid infiltration systems also is included. (Author/BB)

ED 162 830 SE 025 027

*Clarkson, W. W. And Others*

**Land Application of Wastes: An Educational Program. Non-Crop and Forest Systems - Module 13, Objectives, and Script.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency-Corps of Engineers, Washington, D.C.; Environmental Protection Agency, Washington, D. C.

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**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Agriculture, Environment, *Forestry, *Land Use, *Learning Modules, Sanitation, Science Education, *Turf Management, *Waste Disposal, Wastes

This module discusses the characteristics of alternate sites and management schemes and attempts to evaluate the efficiency of each alternative in terms of waste treatment. Three types of non-crop land application are discussed: (1) forest lands; (2) park and recreational application; and (3) land reclamation in surface or strip mined areas. (BB)

ED 162 831 SE 025 028

*Clarkson, W. W. And Others*

**Land Application of Wastes: An Educational Program. Case Studies Reviewed - Module 14.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

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Descriptors-*Agriculture, *Case Studies, Environment, *Land Use, *Learning Modules, Sanitation, Science Education, *Waste Disposal, Wastes

This module provides information about 14 existing land application systems. Each case study gives the location and description of the system, volume treated, climate and soil type, cost, land area, and other data. A brief comment about the system is given as well as a more detailed discussion. References are cited which may be used to examine 100 or more other sites. (Author/BB)

ED 162 832 SE 025 029

*Clarkson, W. W. And Others*

**Land Application of Wastes: An Educational Program: Nitrogen Considerations - Module 15, Objectives, Script and Booklet.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
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**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Biology, *Chemistry, Environment, *Land Use, *Learning Modules, Sanitation, Science Education, *Soil Science, *Waste Disposal, Wastes

This module expands on the introductory discussion of nitrogen in other modules. The various chemical forms of nitrogen found in land treatment systems are defined. Inputs from waste application as well as natural sources are quantified for typical situations. A discussion of nitrogen transformations in the soil includes mineralization and immobilization processes (organic-inorganic transformations). The importance of carbon to nitrogen ratio of applied waste is emphasized in determining what reactions will occur in the soil. Possible losses and removals of nitrogen from a land treatment system are discussed. All of the above factors are combined into a mass balance in determining wastewater and sludge loadings, on a nitrogen basis, for typical situations. Data on nitrogen loadings and removals from various existing systems are summarized in the final section of the module. An illustration of short-term nitrogen loading calculation, using the decay series concept, is presented in the Appendix. (Author/BB)

ED 162 833 SE 025 030

*Clarkson, W. W. And Others*
**Land Application of Wastes: An Educational Program. Legal Aspects - Module 16.**
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency-Corps of Engineers, Washington, D.C.; Environmental Protection Agency, Washington, D. C.
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**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Environment, Federal Legislation, *Land Use, *Laws, *Learning Modules, Sanitation, Science Education, State Legislation, *Waste Disposal, Wastes, Water Pollution Control

This module summarizes laws that are relevant to the land application of wastes, focusing on the applicable Federal laws and representative state regulations from different areas of the country. The module describes the 10 points of Public Law 92-500, the Federal Water Pollution Control Act Amendments of 1972, that relate to land application. It describes the National Environmental Policy Act of 1969 which requires the submission of formal environmental impact statements for all projects that receive federal funds. It describes the Safe Drinking Water Act which establishes national primary drinking water standards to protect the public health and welfare. It describes the provisions of the Resource Conservation and Recovery Act of 1976 which establishes acceptable practices for the land disposal of sludges. Finally, the module gives a brief overview of the states which have guidelines for land treatment of wastes, focusing on Florida, Texas, Pennsylvania, California and Minnesota each from a different region of the country, to examine their regulations more closely. The module summarizes water rights laws in the United States as they pertain to land application. (Author/BB)

ED 162 834 SE 025 031

*Clarkson, W. W. And Others*

**Land Application of Wastes: An Educational Program. Organic Matter - Module 17, Objectives, and Script.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency-Corps of Engineers, Washington, D.C.; Environmental Protection Agency, Washington, D. C.

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**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Biology, Environment, *Land Use, *Learning Modules, *Organic Chemistry, Sanitation, Science Education, Soil Science, *Waste Disposal, *Wastes

This module sketches out the impact of sewage organic matter on soils. For convenience, that organic matter is separated into the readily decomposable compounds and the more resistant material (volatile suspended solids, refractory organics, and sludges). The fates of those organics are reviewed along with loading rates and recommended soil conditions. Laboratory studies indicate that some soil systems are capable of oxidizing as much as 8000 lbs COD/acre-day if surface clogging is avoided, macropore space is sufficient, optimum moisture levels are maintained, and adequate soil aeration is assured. More stable organic matter generally is not present in quantities that are significantly greater than the normal losses from productive soils. Usually the actual amount of organic matter that is added through land application is small compared to the amount of native organic matter present. Also, the newly added organic matter decomposes more rapidly than native organic matter. These factors, combined with the restrictive load limits imposed by the nitrogen content of wastes, keep the net accumulation of organic matter quite low in highly productive soils. (Author/BB)

ED 162 835 SE 025 032

*Clarkson, W. W. And Others*

**Land Application of Wastes: An Educational Program. Monitoring at Land Application Sites - Module 18, Objectives, Script, and Booklet.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency-Corps of Engineers, Washington, D.C.; Environmental Protection Agency, Washington, D. C.

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**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Environment, *Land Use, *Learning Modules, Pollution, Sanitation, Science Education, *Waste Disposal, Wastes, *Water Pollution Control

This module summarizes four major reasons for employing monitoring during design and operation of a land application site: documentation of existing water quality and system performance, confirmation of design parameters, provision of data for future designs and for management decisions. Monitoring requirements are examined for different land treatment options overland flow sites and others employing collection of surface runoff, underdrained sites, rapid infiltration sites with recovery wells, and downslope emergence of treated effluent from irrigation sites. Methods of taking water samples and soil moisture measurements are discussed. Wells, lysimeters, tensiometers, and piezometers are described in conjunction with this sampling. Monitoring of parameters other than water is discussed briefly. A very brief summary of governmental regulations pertaining to monitoring is included. (Author/BB)

ED 162 836 SE 025 033

*Clarkson, W. W. And Others*

**Land Application of Wastes: An Educational Program. Phosphorus Considerations - Module 19, Objectives, and Script.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
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**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Chemistry, Environment, *Land Use, *Learning Modules, Sanitation, Science Education, Soil Science, *Waste Disposal, *Wastes
Identifiers-*Phosphorus

The treatment of wastewater phosphorus via land application includes both chemical and biological mechanisms. Chemically, phosphorus reacts with iron, aluminum, and calcium compounds in the soil providing efficient removal over a wide range of pH values. Phosphorus is also absorbed by rooted plants which, upon harvest, constitute a further removal mechanism. The general principles of phosphorus interactions between soil and wastewater are illustrated, and the mass balance is derived for a typical loading rate and application season. Soil P movement and retention are discussed, with particular reference to the chemical environment necessary to produce movement of phosphorus among the three possible categories: dissolved, labile, and fixed. Crop uptake and surface runoff are examples of other mechanisms of phosphorus removal which are discussed in this module. Application of domestic sewage effluents at a rate of 2 inches/wk for 30 weeks results in annual phosphorus additions of approximately 140 lb P/acre. At this rate, many soils are capable of efficient phosphorus removal for periods ranging from 20 to 50 years or more. Rapid infiltration systems, with annual applications of 1500 lb P/acre or more, are generally less efficient in phosphorus removal but vary considerably depending on specific site characteristics. Results from existing land application systems are cited to illustrate the basic principles of phosphorus removal. (Author/BB)

ED 162 837 SE 025 034

*Clarkson, W. W. And Others*

**Land Application of Wastes: An Educational Program. Crop Selection and Management Alternatives - Module 20, Objectives, and Script.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
Spons Agency-Corps of Engineers, Washington, D.C.; Environmental Protection Agency, Washington, D. C.
Pub Date-Jan 78
Grant-EPA-T-900500
Note-87p.; For related documents, see SE 025 014-035; Not available in hard copy due to copyright restrictions; Contains occasional light and broken type
Available from-Van Nostrand Reinhold, 450 West 33rd Street, New York, N.Y. 10001
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Agriculture, Environment, *Field Crops, *Land Use, *Learning Modules, Plant Science, Sanitation, Science Education, *Waste Disposal, Wastes

This module enumerates the benefits to be derived from cropping at a waste application site and criteria to be used in selecting a crop for use in a particular situation. Following basic discussions of the requirements of various crops for water, soil-plant-air moisture potentials, crop water tolerance, nutrient removals by various crops, and tolerance to nutrients and salts, practical management techniques are discussed which will extend the usefulness of crop systems in land treatment of wastes. (Author/BB)

ED 162 838 SE 025 035

*Clarkson, W. W. And Others*

**Land Application of Wastes: An Educational Program. Drainage for Land Application Sites - Module 21, Objectives, and Script.**

State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.

Spons Agency-Corps of Engineers, Washington, D.C.; Environmental Protection Agency, Washington, D. C.

Pub Date-Jan 78

Grant-EPA-T-900500

Note-41p.; For related documents, see SE 025 014-034; Not available in hard copy due to copyright restrictions; Contains occasional light and broken type

Available from-Van Nostrand Reinhold, 450 West 33rd Street, New York, N.Y. 10001 (no price quoted)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Agriculture, Environment, *Land Use, *Learning Modules, Sanitation, Science Education, *Soil Science, *Waste Disposal, Wastes

Drainage for land treatment sites must be evaluated with respect to the purpose the system is meant to achieve. Off-site drainage controls the flow of storm runoff onto the site or groundwater incursion into the soil within the site. On-site drainage is employed for a variety of reasons. These two areas of drainage control must be designed as a system to obtain the desired effluent quality from the land treatment system. Surface drainage techniques often used for the control of water include diversions, random surface drains, waterways, and ditches. Subsurface drainage is generally accomplished through the use of drain piping with materials such as plastic, clay, and concrete. These techniques will generally make up the drainage system. The objectives of drainage systems as they relate to land treatment sites are discussed, including some flexible operating patterns which can be incorporated through the use of on-site drainage. (Author/BB)

ED 162 839 SE 025 051

*Burton, Grace M. Russell, Dorothy*
**Facilitating Sex-Fair Teacher Training: A Module for Inclusion in an Elementary Mathematics Methods Course.**
Pub Date-Sep 78
Note-37p.; Contains light and broken type
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Anxiety, *Career Awareness, *Elementary School Teachers, Higher Education, *Instruction, Instructional Materials, *Mathematics Education, *Sex Stereotypes, *Teacher Education, Units of Study, Worksheets
Identifiers-*Visual Spatial Ability

This module was developed to help those who train elementary teachers to increase the awareness of preservice elementary school teachers of the effects of sex role stereotypes as they pertain to womens' achievement in mathematics. The topics covered include: (1) career implications of mathematics; (2) counteracting the stereotypes; (3) encouraging the development of spatial ability; and (4) mathematics anxiety. Worksheets are included in the appendix. (MP)

*Hambleton, Susan K.*
**Interpreting a Museum Exhibit: The Message Effectiveness and Cost Effectiveness of Alternative Audio Messages.**
Pub Date-78
Note-148p.; M.S. Dissertation, The Ohio State University; Not available in hard copy due to marginal legibility of original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Audiences, Environmental Education, *Interpreters, *Masters Theses, Museums, *Nature Centers, *Research, Statistical Analysis, Surveys, *Tape Recordings

In this Masters Thesis, the message effectiveness and cost effectiveness (in terms of costs and monetary benefits) of two interpretive audio messages were evaluated. Ninety-nine randomly selected visitors to a Central Ohio interpretive museum were exposed to one of two audio tape recorded messages. One message used interpretive technique; the other did not. The visitors were surveyed after treatment and the data were analyzed by students' t-test and Chi-square analysis at a significance level of 5%. Also, sales revenue at the museum gift shop for the study periods was recorded. No statistically significant difference between the audio messages was found. However, visitor response to open-ended survey items supports the use of interpretive technique. No conclusions could be drawn regarding cost-effectiveness. (MR)

ED 162 841 SE 025 077

*Friedman, Sharon M. And Others*

**Directory of Science Communication Courses and Programs.**

State Univ. of New York, Binghamton. Dept. of Chemistry.

Pub Date-Feb 78

Note-54p.; Not available in hard copy due to copyright restrictions

Available from-Department of Chemistry, State University of New York, Binghamton, New York 13901 ($4.95)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Colleges, *Communications, Courses, *Directories, Educational Programs, *Higher Education, *Program Descriptions, *Sciences, *Technical Writing, Universities

This publication lists, by state, those science communication courses and programs that appear to teach science communication for general audiences. Institutions offering science communication courses or programs are identified and the courses or programs are described. Information given in description of the courses or programs includes: (1) title; (2) enrollment; (3) predominant majors enrolled; (4) average number of students; (5) instructor; and (6) course or program focus and scope. Each person or program listed received a questionnaire seeking information about those six items. No attempt was made to seek evaluative information. The Directory lists 34 programs and 105 courses in 58 colleges and universities. Ten programs offer master's degrees and three offer doctorates. About 45 courses teach straight-forward science writing. Nine schools also offer science writing internships. (MR)

ED 162 842 SE 025 097

*Cobb, Jewel Plummer*

**Filters for Women in Science.**

Pub Date-77
Note-18p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Career Opportunities, *Engineering Education, *Higher Education, Science Careers, *Science Education, Sex Differences, Sex Discrimination, *Sex Role, Sex Stereotypes, *Womens Education

This paper is concerned with certain stages or events in a female's life that may result in the encouragement or discouragement of a career in science. The author describes six "filters" through which a female must develop and which are either nonexistent or non-restrictive to males. These correspond to school levels (preschool through graduate school) and the socialization and cultural pressures within each. Women's attitudes towards mathematics are used as the example and are followed through the six filters. Suggestions are made for strategies to help eliminate some of the cultural and social barriers to potential professional female scientists. (MA)

ED 162 843 SE 025 105

*Cohen, Karen C., Ed.*
**Proceedings of the First National Workshop on Energy Efficiency Education Through Technology Transfer.**
Department of Energy, Washington, D.C. Div. of Power Systems.; Massachusetts Inst. of Tech., Cambridge.
Pub Date- 78
Note-107p.
Available from-Professor Karen C. Cohen, Massachusetts Inst. of Technology, Rm. 9-369, 77 Massachusetts Avenue, Cambridge, MA 02139 (no price quoted)
**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**
Descriptors-Adult Education, *Conference Reports, Conservation (Environment), Energy, *Energy Conservation, Engineers, Environmental Education, *Professional Continuing Education, Program Effectiveness, *Program Improvement, Speeches, Technological Advancement, *Workshops
Identifiers-*Project PROCEED

This publication contains the proceedings from a workshop held in Washington, D.C. in December, 1977. The purpose of the conference was to examine project PROCEED (Program for Continuing Engineering Education) as an innovative approach to technology transfer in energy efficiency education and the potential relationships of the project with the Department of Energy. The titles of presentations to the workshop are: (1) The National Energy Problem and the Federal Response; (2) Energy Conservation Education: Major Considerations; (3) False Images In Engineering Education; (4) Effective Methods of Delivering Appropriate Information: A Status Report; (5) Project PROCEED: Developmental History; (6) Project PROCEED: Its Learning Design; and (7) Project PROCEED: How It Works. The actual workshop involved three working groups. The three topics from which the groups developed recommendations and conclusions are: (1) Content and Problems; (2) Delivery Modes; and (3) Management and Viability. A summary of the recommendations and conclusions as well as a list of participants is included in this publication. (MR)

ED 162 844 SE 025 106

*Barney, Gerald O., Ed.*

**The Unfinished Agenda: The Citizen's Policy Guide to Environmental Issues. A Task Force Report.**

Spons Agency-Rockefeller Bros. Fund, New York, N.Y.

Pub Date-77

Note-184p.

Available from-Thomas Y. Crowell Co., 10 East 53rd Street, New York, NY 10022 ($3.95)

**Document Not Available from EDRS.**

Descriptors-Air Pollution Control, Books, *Conservation (Environment), *Ecology, Environment, *Instructional Materials, *Policy, *Pollution, *Postsecondary Education, Public Policy, Water Pollution Control

This book is the result of the Environmental Task Force, a group of 63 environmentalists who were asked to identify and describe the most critical environmental problems. It contains chapters on population, food and agriculture, the energy economy, natural resources, water and air pollution, hazards of toxic substances, land use and ecology, recombinant DNA research, society and decision making, and the assessment of values. Each chapter contains a discussion of the problems to be solved and recommendations. (BB)

ED 162 845 SE 025 135

*Kains, Susan G.*

**The Potential for Managing Various Insects and Their Habitats for Educational Purposes.**

Pub Date-78
Note-161p.; M.S. Dissertation, The Ohio State University; Photographs will not reproduce well; Oversize map deleted
**EDRS Price MF-$0.83 HC-$8.69 Plus Postage.**
Descriptors-Ecology, *Entomology, Environmental Criteria, *Environmental Education, Environmental Research, Identification, *Masters Theses, *Plant Identification, *Wildlife Management, Zoology
Identifiers-Ohio State University

This masters thesis is a study of the possibilities of managing various insects for educational or esthetic purposes. The study focused on several insect groups: (1) butterflies, (2) ants, (3) ant lions, (4) tiger beetles, and (5) whirligig beetles. As part of the work on butterfly management a butterfly garden, complete with maintained mud puddles, was established and observed. The plants in this garden and the insects attracted to them are listed. Observations were recorded of the butterflies feeding on native wildflowers in the Clear Creek Valley area of Ohio and a butterfly census was taken in that area. In addition to the work done investigating the management of these insect groups, a rotting log study was done to record the succession of insects in such a microhabitat. For each of the sections of this thesis, which are like separate studies, introduction, methods, results, and discussion sections are given. Data are presented in tables. Some color photographs of insects are included as well. An index of scientific and common names of species mentioned in the paper is included. Appended is a publication generated from this work entitled A Guide to July Butterfly - Wildflower Observing in Ohio's Clear Creek Valley and Several Adjoining Areas.'' (MR)

*Kirk, Robert H. Hemrick, Michael H.*
**Focus on Health and Nutrition: A Comprehensive Health Education Curriculum Guide for Grades 9-12.**
National Dairy Council, Rosemont, Ill.
Pub Date-77
Note-114p.; Contains occasional marginal legibility
Available from-National Dairy Council, 6300 North River Rd., Rosemont, Illinois 60018 ($5.00)
**Document Not Available from EDRS.**
Descriptors-*Course Content, *Curriculum Guides, Environmental Influences, *Health Education, Instructional Materials, *Learning Activities, Nutrition, *Resource Materials, *Secondary Education, Teaching Guides

Developed to capitalize on the interests and concerns of secondary students, this curriculum guide covers ten topics in health education, including disease, family life, nutrition, safety and accident prevention, and harmful substances. A list of concepts is given for each topic. The concepts are further developed by providing suggested content, teaching-learning opportunities, and references and resources. Evaluation suggestions are also listed. The appendices include addresses of film sources and of free and inexpensive health education materials; a listing of high school textbooks; a cross-reference of unit titles with health textbooks; and a cross-reference of objectives with unit content. (MA)

ED 162 847 SE 025 154

*Davis, Albert J. Schubert, Robert P.*

**Alternative Natural Energy Sources in Building Design.**

Pub Date-77
Note-251p.
Available from-Van Nostrand Reinhold Company, 450 West 33rd St., New York, N.Y. 10001 ($6.95)

**Document Not Available from EDRS.**

Descriptors-*Architectural Elements, *Building Design, *Building Systems, *Climate Control, Climatic Factors, *Energy Conservation, Heating, Heat Recovery, Physical Environment, Solar Radiation, Thermal Environment, Utilities
Identifiers-*Alternative Energy Sources

This publication provides a discussion of various energy conserving building systems and design alternatives. The information presented here covers alternative space and water heating systems, and energy conserving building designs incorporating these systems and other energy conserving techniques. Besides water, wind, solar, and bio conversion energy systems and building designs, natural cooling and ventilation, regional and site adaptation, and energy conservation considerations are also discussed. Diagrams are provided of the building designs, alternative energy systems, etc. The discussion includes: (1) calculating heat and cooling loads; (2) thermal performance of buildings; (3) division of interior space; (4) different types of water wheels and their operation; (5) components of a wind-generated power plant; (6) solar energy subsystem integration for home space heating; (7) low technology applications of solar energy; (8) anaerobic digestion for methane gas; and (9) fuel cell utilization. References are given with each chapter. This publication could serve as a reference for anyone who is interested in saving energy costs in their home, school, or other buildings. (MR)

*Perlman, Robert Warren, Roland L.*

**Families in the Energy Crisis: Impacts and Implications for Theory and Policy.**

Pub Date-77
Note-256p.
Available from-Ballinger Publishing Company, 17 Dunster Street, Cambridge, Massachusetts 02138 ($16.50)

**Document Not Available from EDRS.**

Descriptors-Books, *Economic Factors, Economics, *Energy Conservation, Environmental Education, *Family (Sociological Unit), Family Income, *Family Problems, Family Resources, Policy Formation, *Social Science Research, Social Sciences, Surveys
Identifiers-*Energy Crisis

This book analyzes the effects of the energy crisis of 1973-74 and 1977 on 1440 American families in three metropolitan areas. An analytic framework was developed for interpreting the outcomes and the processes by which families responded to the crisis. This book presents a conceptual framework for tracing the interactions between large-scale events and families, and it analyses the responses of American families to the energy crisis and the impacts of their responses on other economic and social units. The analytical framework treats family adjustments to a crisis as: (1) a series of processes extending over time; and (2) changes in the performance of family tasks for its own members and for other social systems. Chapter titles indicating contents are: (1) Introduction; (2) An Analytical Model of Families and Crises; (3) The Energy Crisis Unfolds in Hartford, Mobile, and Salem; (4) 1,440 Families React; (5) Family Adjustments; (6) Attrition, Repercussions, and Energy Conservation; (7) Different Families, Different Burdens; (8) Three Years Later-Crisis II; (9) Energy Conservation and Public Policy; and (10) Focus on Families. Appendices include: (1) Survey Design and Implementation; (2) Follow-Up Mail Survey in September 1975; (3) The Validation Study; and (4) Socioeconomic Differences Among Families in Brandies Sample. (Author/MR)

ED 162 849 SE 025 165

*Blair, Larry M.*

**Energy-Related Doctoral Scientists and Engineers in the United States - 1975.**

Department of Energy, Washington, D.C. Div. of Manpower Assessment.
Report No.-DOE/IR-0033; UC-13
Pub Date-Nov 77
Note-90p.; May be marginally legible due to small print
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 061-000-00012-7; No price quoted)
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-Data Analysis, *Doctoral Degrees, *Employment Statistics, *Employment Trends, *Energy, Engineers, Personnel Data, *Professional Personnel, Researchers, Scientists

This report provides information about the number and characteristics of doctoral level engineers and scientists in primarily energy-related activities for 1975. The data included are part of an attempt to monitor the supply and demand of energy technology professionals. Chapter titles which indicate the types and arrangement of data are: (1) Introduction and Data Base Description; (2) Degree Specialities, Employment Fields, and Biographical Characteristics; (3) Primary Work Activities and Types of Employers; (4) Regional Location and Salaries; and (5) U.S. Government Funding Sources. Appended is the survey questionnaire used to gather these data and a list of doctoral degree specialties and employment fields. Most of the data are presented in tabular form with explanatory discussion in the text. A section presenting a summary of the data is given. (MR)

ED 162 850 SE 025 178

*Hayes, Denis*
**Nuclear Power: The Fifth Horseman. Worldwatch Paper 6.**
Worldwatch Inst., Washington, D.C.
Pub Date-May 76
Note-69p.; Not available in hard copy due to copyright restrictions
Available from-Worldwatch Institute, 1776 Massachusetts Ave., N.W., Washington, D.C. 20036 ($2.00)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Economics, *Energy Conservation, Environmental Criteria, Environmental Education, *Environmental Influences, Fuels, Futures (of Society), *Nuclear Physics, Policy Formation, Technological Advancement, Utilities, *World Problems
Identifiers-*Nuclear Power, Public Safety

This publication is the sixth in a series of papers on global environmental issues. This paper evaluates the future of nuclear power, subjecting it to several tests: (1) economics; (2) safety; (3) adequacy of fuel supplies; (4) environmental impact; and (5) both national and international security. Section headings include: (1) The nuclear fuel cycle; (2) Nuclear economics; (3) Uranium supplies; (4) Safety; (5) Environmental impact; (6) Energy independence; (7) Nuclear terrorism; and (8) Nuclear power and society. This paper suggests that nuclear power may not only be unsafe but uneconomical. Among other examples are several cases of near catastrophic nuclear accidents of which the public was told nothing until the crictical periods had passed. (MR)

*Norton, Thomas W. And Others*
**Solar Energy Experiments for High School and College Students.**
Pub Date-77
Note-141p.; Not available in hard copy due to copyright restrictions
Available from-Rodale Press, Inc., 33 E. Minor Street, Emmaus, PA 18049 ($5.95)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-College Science, Energy, *Environmental Education, Experiential Learning, *Instructional Materials, Laboratory Manuals, Physics Experiments, Science Education, *Science Experiments, *Secondary School Science, *Solar Radiation

This publication contains eighteen experiments and eight classroom activities. The experiments are of varying difficulty and cover the important aspects of solar energy utilization. Each experiment is self-contained, with its own introduction and background information. Energy measurements are emphasized and techniques for collector efficiency determinations are considered. Among the topics discussed are: (1) altitude and azimuth of the sun; (2) radiation characteristics; (3) energy collection with converging lenses; (4) air and water solar collectors; and (5) energy storage in gravel beds and in salt hydrates. Both theoretical and practical engineering considerations are illustrated by the experiments. Many experiments are directly applicable to existing physics, general science, and environmental science curricula, while others are of sufficient difficulty and duration to challenge college and the most advanced secondary students. The eight classroom activities present worldwide energy data and solar energy data for individual student analysis. This manual can serve as a useful classroom resource as well as a general reference. (Author/MR)

ED 162 852 SE 025 260

**The Pioneer Venus Missions.**

National Aeronautics and Space Administration, Mountain View, Calif.
Ames Research Center.
Pub Date- 78
Note-44p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Aerospace Education, *Aerospace Technology, Astronomy, Chemistry, Climatic Factors, Earth Science, Meteorology, Navigation, *Space Sciences
Identifiers-National Aeronautics and Space Administration

This document provides detailed information on the atmosphere and weather of Venus. This pamphlet describes the technological hardware including the probes that enter the Venusian atmosphere, the orbiter and the launch vehicle. Information is provided in lay terms on the mission profile, including details of events from launch to mission end. The pamphlet describes research to be conducted during the mission and relates the importance of the findings to human concerns. (RE)

ED 162 853 SE 025 272

*Jacobs, Madeleine Petersen, Stephen R.*

**Making the Most of Your Energy Dollars in Home Heating & Cooling. NBS Consumer Information Series 8.**

National Bureau of Standards (DOC), Washington, D.C.

Pub Date-Oct 75

Note-21p.; Blue print and shading may not reproduce well

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 003-003-01446-0; $0.70)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Building Improvement, *Climate Control, Climatic Factors, *Consumer Education, *Economic Factors, *Energy Conservation, Environmental Education, Fuel Consumption, Heating, Home Management, Humidity

Identifiers-Energy Audit, *Insulation, *Weatherization

This pamphlet is a homeowner's guide to home weatherization. It provides a step-by-step energy audit that anyone can use to help determine the insulation needs of their home. This is not a how-to-do-it'' booklet, but is a guide by which homeowners can determine the best combination of improvements for their house, climate, and fuel costs. Provided is all the information needed to: (1) determine the heating index; (2) determine the cooling indices for attics and walls; (3) determine attic floor and duct insulation; and (4) determine the wall insulation and storm window needs. A work sheet is given, with a completed example, for estimating the costs of improvements. Additional discussions explore: (1) the benefits of investing in energy saving home improvements; (2) insulation ratings; (3) moisture control; (4) insulation in attics and crawlspaces; (5) insulation in exterior walls; (6) insulation under floors; and (7) storm windows and doors. (MR)

ED 162 854 SE 025 274

*Thomas, Gerald, Comp. McKane, Irving, Comp.*

**Energy: Systems for Control, Maintenance, and Storage. A Bibliography.**

Keene State Coll., N.H.
Pub Date-Jun 78
Note-23p.; Not available in hard copy due to marginal legibility of original document
Available from-Gerald Thomas, Vocational Teacher Education, Keene State College, Keene, New Hampshire 03431
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Bibliographies, Delivery Systems, Energy, *Energy Conservation, Environmental Influences, Environmental Research, Maintenance, *Periodicals, *Scholarly Journals, *Technology

This publication is a bibliography of available periodical literature on specific aspects of energy and today's technology. The Applied Science and Technology Indexes were searched for articles that related to these specific areas: (1) Energy control systems; (2) Maintenance of Energy Systems; and (3) Energy storage. The articles and papers included were published from January 1972 through November 1977. This bibliography includes 249 entries of articles and papers organized by the three specific areas mentioned before. In each of the three areas they are further organized by subheadings and then, alphabetically by author. This bibliography was prepared to be useful to individuals designing teaching courses on energy. The entries are in standard bibliographic form with no annotation. (MR)

ED 162 855 SE 025 294

*Hassett, Matthew J.*

**Effects of Student Attitude Data on the Development of a PSI Program in Mathematics.**

Pub Date-78
Note-21p.; Not available in hard copy due to copyright restrictions
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Attitudes, *College Mathematics, Cost Effectiveness, *Educational Research, Higher Education, *Individualized Instruction, Program Development, *Research, *Teacher Evaluation
Identifiers-*Personalized System of Instruction, Research Reports

A large Personalized System of Instruction (PSI) program, covering all introductory college mathematics, was established at the University of Arizona primarily because of favorable student attitude and cost effectiveness data. However, a change in evaluation questionnaire items and analysis led to an apparent change in student attitude results. The conclusion is that student attitude results should be approached cautiously by directors of PSI programs. (MP)

*Staver, John R. Gabel, Dorothy L.*

**The Development and Construct Validation of a Group Administered Test of Piaget's Formal Thought.**

Pub Date-78
Note-24p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Cognitive Development, *Educational Research, *High School Students, Learning Theories, *Measurement Techniques, Reliability, *Science Education, Science Teachers, Validity
Identifiers-*Piaget (Jean), Research Reports

This study investigates the reliability and construct validity of a group administered test of Piaget's formal operations stage. A related problem involving a learning effect associated with Piaget's clinical methods is also investigated. The Piagetian Logical Operations Test (PLOT), a group-administered instrument, was developed and field-tested. Eighty-four students in grades 10-12 participated in the field test. Subjects were randomly selected and assigned membership in one of two equal size groups having the same number of males and females from each grade. Data were obtained by clinical interview, PLOT, and intelligence test records. Subjects in group one received five clinical interviews followed by PLOT, while subjects in group two were administered the instruments in reverse order. Examination of the findings led to two conclusions: (1) the construct validity of the group test was partially established; (2) a learning effect was present in the PLOT total scores which was attributable to the previously administered clinical interviews, but no such effect was present, in general, in the clinical interview scores that were attributable to the administration of PLOT. (Author/HM)

ED 162 857 SE 025 311

*Visco, Louis J.*

**A Study of Values and Their Relation to Course Selection and Success at the High School Level.**

Pub Date-78

Note-27p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978); Contains occasional marginal legibility

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Academic Achievement, Courses, Educational Research, Grades (Scholastic), *High School Students, *Perception, Personal Values, Science Course Improvement Project, *Science Education, Secondary Education, *Values

Identifiers-Research Reports

This study investigates the interaction between student values and values relevant for certain courses. The objective is to show how disparities between the value systems of students successfully completing three high school courses and those perceived by students electing the courses are related to course selection and academic success. The three courses used are: Project Physics, Man-Made-World, and Humanities. A higher degree of similarity is found between the perceived value systems of tenth-grade-students electing a course and those held by eleventh-grade-students who have successfully completed the course, than with courses not elected. The high degree of similarity permits a determination of student values match scores, by comparing a student's perceived values system with the median values system of successful students in the elected course. The determination of student values match scores makes it possible to compare them with the academic scores that students obtain in the elected courses. It was found that a positive association exists between the degree of values match and academic grade obtained in the elected course. (Author/HM)

ED 162 858 SE 025 312

*Kirschbrown, Lita, Ed.*
**Multimedia Programs in Microbiology.**
American Society of Microbiology, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-77
Grant-NSF-SED-7602877
Note-75p.
Available from-American Society for Microbiology, Board of Education & Training, 1913 I St., N.W., Washington, D.C. 20006 ($3.50)
**Document Not Available from EDRS.**
Descriptors-*Annotated Bibliographies, Audiovisual Aids, *Catalogs, College Science, Filmographies, *Films, Higher Education, *Instructional Materials, *Microbiology, *Resource Guides, Science Education, Science Materials

This is a catalog of films, filmstrips, slides, video tapes, and audio cassettes. Most of the materials listed are for college or adult levels. The entries contain the following information: title, format, date released, distributor, running time, costs, author, consultants, and producer. Some of the entries bear recommendations or reviews. The entries appear under the following topics: agricultural microbiology, antimicrobials, aquatic microbiology, bacteriology, food microbiology, general microbiology, genetics, history, immunology, infections, laboratory techniques, microscopy, mycology, parasitology, protozoology, virology, and slide collections. (BB)

ED 162 859 SE 025 319

*van den Berg, Euwe And Others*

**Cognitive Preferences: A Validation Study. Preliminary Draft.**

Pub Date-78

Note-40p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (51st, Toronto, Canada, March 31-April 2, 1978); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Biological Sciences, *Cognitive Style, *Cognitive Tests, Educational Research, *Physical Sciences, Science Education, Test Validity, *Validity

Identifiers-Cognitive Preference, *Research Reports

The four modes of cognitive preference are recall (R), principles (P), questions (Q), and application (A). The Science Cognitive Preference Inventory (SCPI) and an extensive background questionnaire were administered to 144 high school students from throughout the United States who were enrolled in various summer science programs for talented students. After six weeks the SCPI, which assesses cognitive preferences in biological and physical science, was administered again to some of these students. Forty other students were asked to respond to the SCPI and to explain their responses, which were classified according to empirical criteria by trained raters. High scores were found for P and Q and low scores for R, which indicates a high level of intellectual curiosity, a critical attitude toward scientific information, and a tendency to generalize findings into relationships and theories, rather than memorizing them. Comparison of the scores for physical science and for biological science showed that the R and Q modes are fairly consistent across disciplines but the P and A modes are not. Significant correlations of cognitive preferences with background factors and attitudes were found. (Author/BB)

ED 162 860 SE 025 338

**Annotated Bibliography for Water Quality Management, Fifth Edition.**
Environmental Protection Agency, Washington, D.C. Office of Water Programs.
Report No.-EPA-WH-554
Pub Date-Apr 78
Note-64p.; Marginally legible
Available from-Water Planning Div. Library, United States Environmental Protection Agency, 401 M. St., S.W., Washington, D.C. 20460 (free)
**Document Not Available from EDRS.**
Descriptors-Agriculture, *Annotated Bibliographies, Audiovisual Aids, Cost Effectiveness, *Environmental Influences, Land Use, Legislation, Municipalities, Pollution, *Publications, Reference Materials, *Water Pollution Control, *Water Resources
Identifiers-*Waste Water Treatment

The references included in this bibliography have been selected by the Environmental Protection Agency for their applicability to 208 planning and for their availability. Each reference is followed by a short abstract and when possible by detailed price and ordering information. Topic areas include: agriculture, construction, economics, impact statements, groundwater, non-point sources, public participation, planning, urban runoff, and wastewater treatment. (CS)

ED 162 861 SE 025 350

*Lachat, Mary Ann And Others*

**An Evaluation of the Oregon System in Mathematics Education. Final Report.**

Capla Associates, Inc., Rochelle Park, N.J.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-15 Oct 78
Note-185p.; Contains occasional light and broken type
**EDRS Price MF-$0.83 HC-$10.03 Plus Postage.**
Descriptors-*Educational Assessment, *Effective Teaching, Elementary Secondary Education, Evaluation, Higher Education, *Mathematics Education, Preservice Education, *Program Validation, *Research, State Programs, *Teacher Education, Teaching Skills
Identifiers-*Research Reports

The Oregon System in Mathematics Education (OSME) was a five-year systems experiment'' to improve mathematics education on a statewide basis. The major purposes of this present study were to determine the effectiveness and impact of OSME and a systems'' approach and to address questions of future replicability. The evaluation focused on three broad concerns: (1) to what extent did NSF funding of OSME result in an effective systems model for achieving program improvement on a statewide basis?; (2) what was the impact of OSME on teachers and students?; and (3 what project elements had the greatest potential for transportability? The conclusions include: (1) OSME was a successful program improvement effort; and (2) the factors that made it work include its openness, inclusiveness, flexibility, and trust in project participants. (MP)

ED 162 862 SE 025 357

*Chang, Ping-Tung*

**Persistence in Small Group Instruction in Developmental Mathematics Courses - on Relationships Among Academic Performance, Sex Difference, Attitude, and Persistence.**

Pub Date-77

Note-4p.; Paper Presented at the Annual Meeting of the American Mathematical Association of Two Year Colleges (Atlanta, Georgia, October 1977)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Achievement, *Attitudes, *College Mathematics, Higher Education, Instruction, Learning, *Remedial Instruction, Research, *Sex Differences, *Teaching Methods

The effects of two instructional modes, small group and lecture, were compared in remedial mathematics classes. Sex differences in achievement were also analyzed. Results include: small group instruction had a significantly greater positive impact on achievement than did lecture; females did significantly better than males on posttests in two of the three remedial courses involved. (MP)

ED 162 863 SE 025 358

*Osborne, Alan R., Ed.*
**Investigations in Mathematics Education, Vol. 11, No. 2, Spring 1978.**
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
Pub Date-78
Note-73p.; Contains occasional light and broken type
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.00 subscription, $1.75 ea.)
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-*Abstracts, *Cognitive Ability, *Effective Teaching, Elementary Secondary Education, Higher Education, Instruction, Learning, *Mathematics Education, Problem Solving, *Research Reviews (Publications), Student Characteristics, Teacher Characteristics, Teacher Education, *Teaching Methods, Testing

Twenty research reports related to mathematics education are abstracted and analyzed. Five of the reports deal with various student characteristics, three with cognitive ability, two with teacher characteristics, two with effective teaching, seven with teaching methods and one each with testing and problem solving. Research related to mathematics education which was reported in RIE and CIJE between January and March 1978 is listed (MP)

**Standards for Successful Mathematics Programs.**
Maryland State Dept. of Education, Baltimore. Div. of Instruction.
Pub Date-78
Note-25p.; Not available in hard copy due to marginal legibility of original document
Available from-Maryland State Dept. of Education, P.O. Box 8717, BWI Airport, Baltimore, Maryland 21240 (no price quoted)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Curriculum, Educational Facilities, *Educational Improvement, Effective Teaching, Elementary Secondary Education, *Evaluation Criteria, Instruction, *Mathematics Education, *Standards, *Teaching Programs

Twenty-one standards are listed to serve as a guide for the evaluation of a school's mathematics program. The standards are grouped into four categories: (1) instruction; (2) the curriculum and instructional materials; (3) the teacher of mathematics; and (4) physical facilities and equipment. Questions following each standard provide a means by which strengths and needs of present programs may be clearly indicated. Included are sample forms that may be used to record and monitor progress toward a target. (MP)

ED 162 865 SE 025 362

*Sherrard, J. H., Ed.*

**Fundamental Research Needs for Water and Wastewater Treatment Systems. Proceedings of a Conference (Arlington, Virginia, December 15, 1977).**

Association of Environmental Engineering Professors.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Feb 78

Note-107p.

**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**

Descriptors-Conference Reports, *Engineering, *Environment, *Research Needs, Technology, *Waste Disposal, *Water Pollution Control, Water Resources

Identifiers-*Waste Water Treatment, *Water Treatment

Papers are presented identifying fundamental research needs in water and wastewater treatment by industrial users of technology, industrial users of research, a municipal water department, a consulting engineer, Congress, and the EPA. Areas of research needs addressed include: (1) microbial, viral, and organic contaminants; (2) biological processes; (3) physiochemical processes; (4) control of wastewater treatment plants; (5) sludge disposal systems; and (6) water quality. In addition, research activities in environmental engineering being conducted by the National Science Foundation are identified. (BB)

*Bachle, Leo And Others*

**Teachers' Curriculum Guide to the Hayward Shoreline, K-12.**

Hayward Unified School District, Calif.
Pub Date-Oct 76
Note-360p.; Marginally legible
Available from-ERIC Clearinghouse for Science, Mathematics, and Environmental Education, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (on loan)
**Document Not Available from EDRS.**
Descriptors-Earth Science, Ecology, Elementary Secondary Education, *Environmental Education, *Field Trips, Geology, *Humanities, Meteorology, Outdoor Education, *Science Activities, Science Education, *Social Studies, Teaching Guides
Identifiers-*San Francisco Bay

This teaching guide gives environmental education ideas for grades K-12. The field trips and activities all relate to the Hayward shoreline of the San Francisco, California, Bay. Included in the guide are 44 science activities, 15 social science activities, and 18 humanities activities. Each activity description gives the experience level, site location, conceptual theme, background information, behavioral objectives, suggested pre-trip activities, on-site activities, follow-up activities, equipment, vocabulary, and references. An appendix to the guide includes a list of visual aids, and such ecological information as descriptions of birds, mammals, plants, geology, meteorology, and tides and currents. (BB)

ED 162 867 SE 025 367

**Handbook for Monitoring Industrial Wastewater.**
Associated Water & Air Resources Engineers, Inc., Nashville, Tenn.
Spons Agency-Environmental Protection Agency, Cincinnati, Ohio. Office of Technology Transfer.
Pub Date-Aug 73
Note-192p.
**EDRS Price MF-$0.83 HC-$10.03 Plus Postage.**
Descriptors-Environment, *Industry, *Instructional Materials, Laboratory Procedures, *Manuals, Pollution, *Postsecondary Education, Science Education, Utilities, *Waste Disposal, *Water Pollution Control, Water Resources
Identifiers-*Monitoring, Waste Water Treatment

This manual for industrial wastewater monitoring covers the philosophy of monitoring needs, planning, sampling, measuring, and analysis. Sufficient detail is given for those who wish to explore more deeply some of the practical and theoretical aspects of any of the phases of a monitoring program. A logical procedure is suggested and direction given for those responsible for industrial plant waste control programs. Automated sampling, measuring, and analytical devices are described and methods of use outlined. Manual procedures and non-automated methods are also presented. Use of the collected data is discussed. Special considerations for industrial-municipal joint treatment are briefly described. (Author/BB)

ED 162 868 SE 025 368

*Crites, R. And Others*

**Process Design Manual for Land Treatment of Municipal Wastewater.**

Metcalf & Eddy, Inc., Palo Alto, Calif.

Spons Agency-Corps of Engineers, Washington, D.C.; Department of Agriculture, Washington, D.C.; Environmental Protection Agency, Cincinnati, Ohio. Office of Technology Transfer.

Report No.-COE-EM-1110-1-501; EPA-625/1-77-008

Pub Date-Oct 77

Note-598p.; For related documents, see SE 025 369-370; Contains occasional light and small type

**EDRS Price MF-$1.16 HC-$31.47 Plus Postage.**

Descriptors-Environment, *Instructional Materials, *Land Use, *Manuals, Pollution, *Postsecondary Education, Science Education, Utilities, *Waste Disposal, Water Pollution Control, *Water Resources

Identifiers-Land Application, *Waste Water Treatment

This manual presents a procedure for the design of land treatment systems. Slow rate, rapid infiltration, and overland flow processes for the treatment of municipal wastewaters are given emphasis. The basic unit operations and unit processes are discussed in detail, and the design concepts and criteria are presented. The manual includes design examples as well as actual case study descriptions of operational systems. Information on planning and field investigations is presented along with the process design criteria for both large and small scale systems. (Author/BB)

ED 162 869 SE 025 369

*Leffel, R. E. And Others*

**Process Design Manual: Wastewater Treatment Facilities for Sewered Small Communities.**

Camp, Dressler & McKee, Inc., Boston, Mass.

Spons Agency-Environmental Protection Agency, Cincinnati, Ohio. Office of Technology Transfer.

Report No.-EPA-625/1-77-009

Pub Date-Oct 77

Note-496p.; For related documents, see SE 025 368-370

**EDRS Price MF-$1.00 HC-$26.11 Plus Postage.**

Descriptors-*Engineering, Environment, *Instructional Materials, *Manuals, Pollution, *Postsecondary Education, Science Education, Technical Reports, *Utilities, *Waste Disposal, Water Pollution Control, Water Resources

Identifiers-*Waste Water Treatment

This manual attempts to describe new treatment methods, and discuss the application of new techniques for more effectively removing a broad spectrum of contaminants from wastewater. Topics covered include: fundamental design considerations, flow equalization, headworks components, clarification of raw wastewater, activated sludge, package plants, fixed growth systems, wastewater treatment ponds, filtration and microscreening, physical-chemical treatment, nutrient removal, sludge and process sidestream handling, disinfection and postaeration, operation and maintenance, and cost effectiveness. A glossary is also included. (Author/BB)

*Parker, Denny S. And Others*
**Process Design Manual for Nitrogen Control.**
Brown & Caldwell, Walnut Creek, Calif.
Spons Agency-Environmental Protection Agency, Cincinnati, Ohio. Office of Technology Transfer.
Pub Date-Oct 75
Note-476p.; For related documents, see SE 025 368-369; Contains occasional small and light type
**EDRS Price MF-$0.83 HC-$26.11 Plus Postage.**
Descriptors-*Design, *Engineering, Environment, Environmental Technicians, Inservice Education, *Instructional Materials, Manuals, Pollution, *Postsecondary Education, Science Education, Utilities, *Waste Disposal, Water Pollution Control, *Water Resources
Identifiers-*Nitrogen, Waste Water Treatment

This manual presents theoretical and process design criteria for the implementation of nitrogen control technology in municipal wastewater treatment facilities. Design concepts are emphasized through examination of data from full-scale and pilot installations. Design data are included on biological nitrification and denitrification, breakpoint chlorination, ion exchange, and air stripping. One chapter presents the concepts involved in assembling various unit processes into rational treatment trains and presents actual case examples of specific treatment systems that incorporate nitrogen control processes. (Author/BB)

ED 162 871 SE 025 371

*Anderson, R. D. And Others*

**Studies in Mathematics, Volume VII: Intuitive Geometry. Preliminary Edition.**

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-61

Note-229p.; For related documents, see SE 025 372-375 and ED 143 544-557; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Curriculum, Elementary Education, *Elementary School Mathematics, *Geometry, *Inservice Teacher Education, *Instructional Materials, Mathematics Education, *Teaching Guides, *Textbooks

Identifiers-*School Mathematics Study Group

This is a SMSG geometry text for elementary teachers. This volume has been prepared to help elementary teachers develop a sufficient subject matter competence in the mathematics of the elementary school program. The editors feel that elementary teachers need a thorough discussion of all the materials they might teach in grades 4, 5, and 6, from a higher point of view, but presented in much the same way they would present it. The content is the same as the 7th and 8th grade SMSG course of study, but carefully edited and presented in a manner compatible with its purpose. Chapter topics include: (1) non-metric geometry; (2) measurement; (3) parallelograms and triangles; (4) constructions and congruent triangles; (5) similar triangles and variation; (6) volumes and surface areas; (7) circles and spheres; and (8) relative error. (MP)

ED 162 872 SE 025 372

*Polya, George*

**Studies in Mathematics, Volume XI: Mathematical Methods in Science.**

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-63
Note-249p.; For related documents, see SE 025 371-375 and ED 143 544-557; Contains occasional light type
**EDRS Price MF-$0.83 HC-$12.71 Plus Postage.**
Descriptors-*Course Descriptions, Curriculum, *Higher Education, *Instruction, *Mathematical Applications, Mathematics, Mathematics Education, *Physical Sciences, Science History, Sciences, Secondary Education, *Secondary School Mathematics, Teacher Education
Identifiers-School Mathematics Study Group

This is a course of lectures given by George Polya at Stanford University to teachers, or prospective teachers, of mathematics and science. One of the essential tendencies of the course is to point to the history of certain elementary parts of science as a source of efficient teaching in the classroom. The lectures include: (1) very simple physical or pre-physical problems that could be discussed at the high school level; (2) the relation of mathematics to science and of science to mathematics; and (3) elementary calculus. Chapter topics include: (1) history of astronomy measurement and successive approximation; (2) history of mechanics; (3) history of dynamics; (4) physical reasoning in mathematics; and (5) differential equations and their use in science. (MP)

ED 162 873 SE 025 373

*Chinn, William G. And Others*

**Studies in Mathematics, Volume XIII: Inservice Course in Mathematics for Primary School Teachers. Revised Edition.**

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-66

Note-364p.; For related documents, see SE 025 371-375 and ED 143 544-557; Contains occasional light and broken type

**EDRS Price MF-$0.83 HC-$19.41 Plus Postage.**

Descriptors-*Arithmetic, *Cultural Disadvantagement, Curriculum, Elementary Education, *Elementary School Mathematics, *Inservice Teacher Education, *Instructional Materials, Mathematics, Mathematics Education, Teaching Guides, *Textbooks

Identifiers-School Mathematics Study Group

This is a SMSG inservice textbook for primary school teachers. One of the goals of the book is to promote the teaching of mathematics in accord with a conceptual development of mathematical ideas. The authors indicate that rote learning is frequently considered the only way to learn mathematics, especially for culturally deprived children. A feature of this text is an attempt to attend to learning problems that may be associated with the culturally disadvantaged. Other features of the text include sections in each chapter dealing with applications to teaching and frequently asked questions. Chapter topics include: (1) description of culturally disadvantaged children; (2) sets; (3) comparing sets; (4) whole numbers; (5) set operations; (6) introduction to geometry; (7) numeration-naming numbers; (8) addition; (9) multiplication; (10) subtraction; (11) division; (12) elements of geometry; (13) addition and subtraction techniques; (14) introducing rational numbers; (15) premeasurement concepts; (16) multiplication and division techniques; (17) measurement; and (18) structure. (MP)

ED 162 874 SE 025 374

*Bell, Max S., Ed*

**Studies in Mathematics, Volume XVI. Some Uses of Mathematics: A Source Book for Teachers and Students of School Mathematics.**

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-67
Note-252p.; For related documents, see SE 025 371-375 and ED 143 544-557; Contains numerous copyrighted articles
Available from-ERIC Clearinghouse for Science, Mathematics & Environmental Ed., The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (on loan)
**Document Not Available from EDRS.**
Descriptors-Curriculum, Instruction, *Instructional Materials, *Mathematical Applications, *Mathematical Models, Mathematics Education, *Resource Materials, Secondary Education, *Secondary School Mathematics
Identifiers-*School Mathematics Study Group

This is a collection of articles dealing with mathematical applications for use by high school teachers and students. The articles are intended to illustrate several themes: (1) how mathematics is applied via construction of mathematical models; (2) the various types of activities in applied mathematics; (3) the role of pure mathematics in applied mathematics; and (4) a number of specific examples illustrating the nature of applications of mathematics in a variety of fields. Chapter topics include: (1) mathematics and social policy; (2) mathematics in the natural sciences; (3) computers; (4) elections; (5) geometry; (6) orbiting; (7) crytography; (8) nuclear energy; (9) space age; (10) capital budgeting; (11) decision models; (12) social sciences; (13) psychology; (14) chemistry; (15) neural networks; (16) queueing; (17) the birthday problem; and (18) bridge. (MP)

*Dilworth, R. P. And Others*

**Studies in Mathematics, Volume XVIII: Puzzle Problems and Games Project. Final Report.**

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-68

Note-218p.; For related documents, see SE 025 371-374 and ED 143 544-557; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Curriculum, *Discovery Learning, *Elementary School Mathematics, Elementary Secondary Education, *Games, Instruction, *Instructional Materials, Mathematics Education, *Secondary School Mathematics, *Teaching Guides

Identifiers-School Mathematics Study Group

This is a self-contained manual for use by teachers in preparation for classroom presentations. One of the goals of the report is to show how games and puzzles can provide effective means for developing mathematical understanding and skills. The authors indicate that this type of activity is well adapted for discovery teaching techniques. The report is organized into two main parts. The first part contains experimental units that were tested in the classroom. The topics in this part include: (1) nim-type games; (2) polyominoes; (3) symmetry; (4) a counting machine; (5) finding the greatest common divisor; (6) linear function games; and (7) games with addition tables. The second part consists of the report of a project to compile a list of games and puzzles appropriate for use in the mathematics classroom. Twenty-seven papers contain (in addition to the above list) activities such as: (1) magic squares; (2) Fibonacci problems; (3) geometric puzzles; (4) numerical oddities; and (5) powers and primes. (MP)

*Sherrill, James M.*
**NCTM Commission on the Education of Teachers of Mathematics Survey of Pre-Service Elementary Mathematics Teacher Education Programmes.**
National Council of Teachers of Mathematics, Inc., Reston, Va.
Pub Date-Apr 78
Note-224p.; For related documents, see SE 025 377-378; Not available in hard copy due to marginal legibility of original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Admission Criteria, Degree Requirements, Educational Research, Education Courses, Elementary Education, *Elementary School Mathematics, *Elementary School Teachers, Mathematics Education, *Preservice Education, Student Teaching, *Surveys, Teacher Certification, *Teacher Education, *Teacher Programs

Reported are the results of a survey on preservice elementary mathematics teacher education conducted by the Commission on the Education of Teachers of Mathematics of the National Council of Teachers of Mathematics. The Commission surveyed over 350 teacher education institutions in the United States and over 20 in Canada. The purpose of the survey was to ascertain the status of preservice mathematics teacher education programs in North America. The document contains the survey instrument and reports the frequency of each response on each item. The survey instrument has seven major categories: admission, elementary mathematics major, mathematics content preparation, mathematics teaching methods preparation, other professional education courses, student teaching, and general information. (MP)

ED 162 877 SE 025 377

*Sherrill, James M.*

**NCTM Commission on the Education of Teachers of Mathematics Survey of Pre-Service Secondary Mathematics Teacher Education Programmes.**

National Council of Teachers of Mathematics, Inc., Reston, Va.
Pub Date-Aug 78
Note-146p.; For related documents, see SE 025 376-378; Not available in hard copy due to marginal legibility of original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Admission Criteria, Degree Requirements, Educational Research, Education Courses, Mathematics Education, *Preservice Education, Secondary Education, *Secondary School Mathematics, *Secondary School Teachers, Student Teaching, *Surveys, Teacher Certification, *Teacher Education, *Teacher Programs

Reported are the results of a survey on preservice secondary mathematics teacher education in the United States conducted by the Commission on the Education of Teachers of Mathematics of the National Council of Teachers of Mathematics. The Commission surveyed over 350 teacher education institutions in the United States. The purpose of the survey was to ascertain the status of preservice mathematics teacher education programs in North America. The document contains the survey instrument and reports the frequency of each response on each item. The survey instrument has six major categories: admission, basic data and orientation, typical course patterns, practicum/field experience, mathematics education instruction, and general. (MP)

ED 162 878 SE 025 378

*Sherrill, James*

**NCTM Commission on the Education of Teachers of Mathematics Survey of Pre-Service Secondary Mathematics Teacher Education Programmes in Canada.**

National Council of Teachers of Mathematics, Inc., Reston, Va.
Pub Date-Oct 78
Note-142p.; For related documents, see SE 025 376-377; Not available in hard copy due to marginal legibility of original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Admission Criteria, Degree Requirements, Educational Research, Education Courses, Mathematics Education, *Preservice Education, Secondary Education, *Secondary School Mathematics, *Secondary School Teachers, Student Teaching, *Surveys, Teacher Certification, *Teacher Education, *Teacher Programs
Identifiers-Canada

Reported are the results of a survey on preservice secondary mathematics teacher education in Canada conducted by the Commission on the Education of Teachers of Mathematics of the National Council of Teachers of Mathematics. The Commission surveyed over 20 teacher education institutions in Canada. The purpose of the survey was to ascertain the status of preservice mathematics teacher education programs in North America. The document contains the survey instrument and reports the frequency of each response on each item. The survey instrument has six major categories: admission, basic data and orientation, typical course patterns, practicum/field experience, mathematics education instruction, and general. (MP)

ED 162 879 SE 025 379

*Davidson, Neil Andrew*

**The Small Group-Discovery Method of Mathematics Instruction as Applied in Calculus. Technical Report No. 168.**

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date-Oct 71

Contract-OE-5-10-154

Note-384p.; Report from Phase 2 of the Project on Prototypic Instructional Systems in Elementary Mathematics; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Achievement, *Calculus, College Mathematics, Concept Formation, *Discovery Learning, *Educational Research, Higher Education, Instruction, Research, *Small Group Instruction, *Teaching Methods

Identifiers-*Research Reports

This dissertation reports the results of a one-year pilot study conducted to determine the feasibility of a small group-discovery method with a class of college freshmen studying calculus. The class consisted of twelve volunteer students who had A or B grades in their high school mathematics courses. The pilot class scored slightly better on a final exam than a control section taught by the lecture-discussion system. The pilot class also had a positive or non-negative effect upon students' interest in mathematics and estimate of problem solving skill. A number of problems were stated for further investigation. Contents include: background, the small group-discovery method, classroom organization and social climate, the interaction between the students and the mathematics content, and data analysis. (MP)

ED 162 880 SE 025 381

*Beatty, Leslie And Others*

**Mathematics for the Elementary School, Grade 4, Teacher's Commentary, Part I, Unit No. 27. Revised Edition.**

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-62

Note-501p.; For related documents, see SE 025 382-384; Contains light and broken type

**EDRS Price MF-$1.00 HC-$27.45 Plus Postage.**

Descriptors-Elementary Education, *Elementary School Mathematics, *Geometric Concepts, *Grade 4, *Instructional Materials, Mathematics Materials, *Number Concepts, Set Theory, *Teaching Guides

Identifiers-Number Operations, *School Mathematics Study Group

This book is part 1 of a 2-part manual for teachers using SMSG text materials for grade 4. The purpose for each of 5 chapters is stated and mathematical background for the teacher is presented. Detailed lesson plans are then provided, including sequences of statements and questions, activities, and exercise sets with answers. Needed materials and vocabulary are listed. Chapter topics include: (1) concept of sets; (2) numeration; (3) addition and subtraction; (4) multiplication and division; and (5) sets of points. (MN)

*Beatty, Leslie And Others*
**Mathematics for the Elementary School, Grade 4, Teacher's Commentary, Part II, Unit No. 28. Revised Edition.**
Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-65
Note-445p.; For related documents, see SE 025 381-384; Contains occasional light and broken type
**EDRS Price MF-$0.83 HC-$23.43 Plus Postage.**
Descriptors-Elementary Education, *Elementary School Mathematics, *Geometric Concepts, *Grade 4, *Instructional Materials, Mathematics Materials, Measurement, *Number Concepts, Rational Numbers, *Teaching Guides
Identifiers-Number Operations, *School Mathematics Study Group

This book is part 2 of a 2-part manual for teachers using SMSG text materials for grade 4. The purpose for each of 5 chapters is stated and mathematical background for the teacher is presented. Detailed lesson plans are then provided, including sequences of statements and questions, activities, and exercise sets with answers. Needed materials and vocabulary are listed. Chapter topics include: (1) addition and subtraction; (2) multiplication and division; (3) common geometric figures; (4) linear measurement; and (5) rational numbers. (MN)

ED 162 882 SE 025 383

*Beatty, Leslie And Others*

**Mathematics for the Elementary School, Grade 6, Teacher's Commentary, Part I, Unit 35. Revised Edition.**

Stanford Univ., Calif. School Mathematics Study Group.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-65
Note-518p.; For related documents, see SE 025 381-384; Contains occasional light and broken type

**EDRS Price MF-$1.00 HC-$27.45 Plus Postage.**

Descriptors-Elementary Education, *Elementary School Mathematics, *Geometric Concepts, *Grade 6, *Instructional Materials, Integers, Mathematics Materials, *Number Concepts, Rational Numbers, *Teaching Guides
Identifiers-*School Mathematics Study Group

This book is part 1 of a 2-part manual for teachers using SMSG text materials for grade 6. The purpose for each of 5 chapters is stated and mathematical background for the teacher is presented. Detailed lesson plans are then provided, including sequences of statements and questions, activities, and exercise sets with answers. Needed materials and vocabulary are listed. Chapter topics include: (1) exponents; (2) multiplication of rational numbers; (3) side and angle relationships of triangles; (4) integers; and (5) coordinates. (MN)

ED 162 883 SE 025 384

*Beatty, Leslie And Others*

**Mathematics for the Elementary School, Grade 6, Teacher's Commentary, Part II, Unit 36. Revised Edition.**

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-65

Note-435p.; For related documents, see SE 025 381-383; Contains occasional blurred print

**EDRS Price MF-$0.83 HC-$23.43 Plus Postage.**

Descriptors-Elementary Education, *Elementary School Mathematics, *Geometric Concepts, *Grade 6, *Instructional Materials, Mathematics Materials, *Number Concepts, Rational Numbers, Set Theory, *Teaching Guides

Identifiers-*School Mathematics Study Group, Volume

This book is part 2 of a 2-part manual for teachers using SMSG text materials for grade 6. The purpose for each of 5 chapters is stated and mathematical background for the teacher is presented. Detailed lesson plans are then provided, including sequences of statements and questions, activities, and exercise sets with answers. Needed materials and vocabulary are listed. Chapter topics include: (1) division of rational numbers; (2) volume; (3) organizing and describing data; (4) sets and circles; and (5) a review. (MN)

ED 162 884 SE 025 385

**Educational Programs and Facilities in Nuclear Science and Engineering. Fifth Edition.**

Oak Ridge Associated Universities, Tenn.
Spons Agency-Energy Research and Development Administration, Washington, D.C.
Pub Date-Feb 75
Note-74p.
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-*Educational Facilities, *Educational Programs, Engineering Education, Graduate Study, *Higher Education, Industry, *Institutions, Nuclear Physics, *Science Education, Tables (Data), Technological Advancement
Identifiers-*Oak Ridge Associated Universities

This publication contains detailed descriptions of nuclear programs and facilities of 182 four-year educational institutions. Instead of chapters, the contents are presented in five tables. Table I presents the degrees, graduate appointments, special facilities and programs of the institutions. The institutions are arranged in alphabetical order and summaries of their programs and facilities are presented for each. Table II presents the facilities equipment and courses for each institution. This table gives information about: (1) reactors; (2) accelerators; (3) analyzing equipment; (4) radiation sources; (5) computers; and (6) nuclear courses available. The third table lists, by state, the technician training institutions offering technology programs in nuclear science. The fourth table lists the National Laboratories. The final table lists the university associations giving addresses and member institutions for each association. This fifth edition was prepared to provide information to industries and institutions about nuclear science and engineering education programs and facilities. (MR)

ED 162 885 SE 025 387

**Environmental Education: Food - The Coming Crisis (Grades K-12).**
New Jersey Education Association, Trenton.; New Jersey State Council for Environmental Education, Upper Montclair.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 71
**Grant-G007501293; EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-*Activity Units, Ecology, Economics, *Elementary Secondary Education, Energy, *Environmental Education, *Food, Interdisciplinary Approach, Land Use, Objectives, Resource Allocations, Units of Study, *World Problems

This publication presents classroom activities for teaching about the world food shortage. These activities are organized by objectives, are multidisciplinary and cover the K-12 grade levels. The objectives listed include: (1) Describe some food chains; (2) Appraise the effect of soil conditions, geographic and climatic factors on the food industry; (3) Describe the role of transportation in the distribution of food; (4) Explain the relationship between food and population; (5) Relate food production and processing to energy use; (6) Suggest some solutions to alleviate world hunger; (7) Analyze the relationship between food and economics; (8) Investigate the political aspects of food distribution; (9) Analyze the relationship between agriculture and land use; and (10) Identify factors causing worldwide concern about food. The activities are organized under each objective by problem area, grade level, and subject or course of study. This publication is a part of the Environment and Quality of Life'' series of Computer Based Resource Units that have been developed under the Elementary and Secondary Education Act, Title III. (MR)

ED 162 886 SE 025 390

**An Educator's Introduction to Energy Concepts: Overview Packets.**
Maine Audubon Society, Falmouth.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Nov 77
Grant-G007602036
Note-68p ; Pages 9, 10 of Consumption Lifestyles'' section removed due to copyright restrictions; Not available in hard copy due to marginal legibility of original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Conservation (Environment), *Energy Conservation, *Environmental Education, Information Sources, Instructional Materials, Natural Resources, Physics, Social Studies, *Sociocultural Patterns, *Teaching Guides
Identifiers-*Energy Education

This publication provides a broad overview of energy and related issues for teachers and others who want to improve their understanding of these issues. Included in this publication are discussions of: (1) elementary physics related to energy; (2) energy sources, including topics such as renewable and non-renewable resources and fossil fuels; (3) energy uses in the U.S.; (4) thermodynamics; (5) space heating; (6) energy conservation; and (7) socioeconomic aspects of the energy crisis. The last section entitled Consumption/Life Style is designed for social science teachers and discusses the effects of population increases on natural resources and social values. Diagrams and tables are provided to illustrate, among other things: (1) energy consumption rates of various electric appliances; (2) energy uses by economic sector; (3) U.S. energy flow from source to work and waste; and (4) the flow of energy to and from earth. (MR)

ED 162 887 SE 025 392

**Energy Conservation Workshop for Community College Leaders, Chicago, Illinois, November 3-5, 1976.**
Charles County Community Coll., La Plata, Md.
Spons Agency-Energy Research and Development Administration, Washington, D.C.
Report No.-ERDA-76-156
Pub Date-76
Note-64p.
Available from-National Technical Information Service (NTIS), U.S. Dept. of Commerce, 5285 Port Royal Rd., Springfield, VA 22161 (microfiche $3.00; paper copy $4.50)
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Agencies, Bureaucracy, *Community Colleges, *Energy Conservation, Federal Government, *Federal Programs, *Flow Charts, Government Publications, *Workshops

This publication is the product of a workshop held in Chicago in November, 1976. The workshop involved twelve community college leaders and twelve representatives from ERDA (Energy Research and Development Administration) in exploring ways of successfully integrating the community college system into ERDA's energy conservation programs. This publication includes: (1) conclusions and recommendations from the workshop; (2) summaries of speeches presented; (3) a summary of the community college system; and (4) summaries of the research, citizen education, and curriculum development subgroup discussions. The eleven appendices comprise the bulk of this publication. These appendices are mostly administrative hierarchy flowcharts and one-page summaries of programs or purposes. A list of workshop participants is also included. (MR)

ED 162 888 SE 025 400

*Eccli, Eugene And Others*
**Save Energy: Save Money!**

Design Alternatives, Inc., Washington, D.C.
Spons Agency-Community Services Administration (DHEW), Washington, D.C.
Report No.-CSA-Pam-6143-5
Pub Date-Aug 77
Note-53p.
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Action Programs (Community), *Building Improvement, *Climate Control, Climatic Factors, Economic Factors, *Energy Conservation, Fuel Consumption, *Heating, *Home Management, Low Income Groups, Thermal Environment, Windows
Identifiers-*Weatherization

This publication is a collection of inexpensive energy saving tips and home improvements for home owners, particularly in low-income areas or in older homes. Section titles are: (1) Keeping Warm; (2) Getting Heat Where You Need It; (3) Using the Sun; (4) Furnaces, Stoves, and Fireplaces; (5) Insulation and Other Energy Needs; (6) Do-It-Yourself Projects; and (7) Emergencies. Topics covered include: (1) replacing broken or cracked windows; (2) caulking and weather stripping; (3) sealing foundations and floors; (4) modifying the heating system to heat cold rooms or to seal off unused rooms; (5) using curtains to keep in heat; (6) simple maintenance of heating systems; (7) insulation; (8) building modifications such as solar window heaters and air lock porches; and (9) what to do if the heater breaks down or fuel runs out. Stressed throughout is the importance of spending a little money to save money in heating costs. Information is provided on where to get additional help with home energy conservation. (MR)

ED 162 889 SE 025 406

*Grenfell, Adrienne*

**Public Concern with Environmental Problems: A Bibliography.**

Library of Congress, Washington, D.C. Congressional Research Service.

Report No.-CRS-78-49-EP

Pub Date-24 Feb 78

Note-37p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Bibliographies, Books, *Environmental Criteria, Environmental Influences, Environmental Research, *Federal Legislation, Legislative Reference Libraries, Periodicals, *Policy Formation, *Public Opinion, Public Policy

Identifiers-*National Environmental Policy Act

This bibliography presents representative literature pertaining to public concerns with environmental problems since the National Environmental Policy Act became law. Items cited deal with various aspects and manifestations of public concern. Items include: (1) sociological studies of the process of attitude formation; (2) attitude surveys; (3) opinion polls; (4) narrative descriptions of public reactions to specific environmental matters; (5) histories of the recent environmental movement; and (6) philosophical discussions of environmental ethics. The bibliography is divided into four sections: (1) Books; (2) Journal Articles; (3) Bibliographies; and (4) Miscellaneous. Standard bibliographic information is provided along with Library of Congress call numbers and brief annoations where needed. This bibliography was composed for use by legislators and their staffs but it may be of use to researchers, environmentalists, and others as well. (Author/MR)

**The Status of State Energy Education Policy. Final Report.**
Energy Information Associates, Inc., Littleton, Colo.
Spons Agency-Department of Energy, Washington, D.C.
Pub Date-11 Sep 78
Grant-DOE-EU-78-G-01-6241
Note-119p.; Not available in hard copy due to marginal legibility of original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Curriculum Development, Data, *Educational Programs, Educational Research, *Energy, Environmental Education, *Interagency Cooperation, Questionnaires, *State Agencies, State Departments of Education, State Programs, *Surveys
Identifiers-*Energy Education

A survey was initiated in May, 1978, to determine the status of state policies and practices regarding energy education at four levels: state education agencies, state offices of energy, governor's offices and state legislatures. Four different questionnaires were constructed and sent to designated officials of those agencies listed above in each state. A total of 208 questionnaires were mailed. Analysis of data from 55.8% of the questionnaires plus direct follow-up is included in this final report which represents approximately 70% of the agencies surveyed. Conclusions include: (1) A major lack of cooperation among state agencies exists; (2) The greatest amount of K-12 energy education communication exists between state education officies and state energy agencies; (3) Most K-12 energy education programs reviewed are designed for integration into existing curricula; (4) Most programs reviewed are geared for science and social studies classes; and (5) Energy education materials are available for all grade levels. Appendices include: (1) survey instruments; (2) responses to open-ended items; and (3) a list of submitted materials. (Author/MR)

**Training Manual for the Energy Conservation Analysis Project.**
Massachusetts Univ., Amherst. Cooperative Extension Service.
Pub Date-78
Note-575p.
Available from-U.S. Office of Education, Energy and Education Action Center, Reporters Building, Room 514, 300 7th St., S.W., Washington, D.C. 20202 (on loan)
**Document Not Available from EDRS.**
Descriptors-Building Conversion, *Building Improvement, Building Materials, *Building Systems, Climate Control, Climatic Factors, *Energy Conservation, Environmental Education, Estimated Costs, Institutes (Training Programs), *Job Training, *Manuals
Identifiers-*Energy Audits, *Energy Conservation Analysis Project, Weatherization

This document is the Massachusetts Energy Extension Service training manual for Residential Energy Auditors. This manual is part of a four-week program to train persons to perform home energy audits and was developed under the Energy Conservation Analysis Project (ECAP) at the University of Massachusetts. The chapter titles include: (1) Project Description; (2) Job Description; (3) Glossary of Terms; (4) Thermal Charts; (5) Equipment; (6) Audit Forms; (7) Energy Contacts; (8) Heating Systems and Controls; (9) Insulation; (10) Moisture; (11) Economics; (12) Energy Policy; (13) Life Style; (14) Alternative Energy; and (15) Readings. The information provided on insulation, moisture, heating systems and controls, etc. is intended to be technical enough to provide trainees with an understanding of home maintenance and energy conservation techniques. This manual can serve not only in training but as a reference also. (MR)

ED 162 892 SE 025 411

*Herstik, Lawrence Burnett, Judith*

**Teaching About the Energy Crisis in Grades K-12.**

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.

Pub Date-77

Note-158p.

Available from-U.S. Office of Education, Energy and Education Action Center, Reporters Building, Room 514, 300 7th St., S.W., Washington, D.C. 20202 (on loan)

**Document Not Available from EDRS.**

Descriptors-*Activities, Bibliographies, *Curriculum Guides, *Elementary Secondary Education, *Energy Conservation, Environmental Education, Health Education, Home Economics, *Instructional Materials, Science Education, Social Studies

Identifiers-*Energy Education, *New York

This publication is a K-12 curriculum guide for multidisciplinary energy education. These materials present activity ideas for various energy education themes for each grade level and for science, home economics, and health and physical education classes. Sections include: (1) Overview; (2) K-12 Social Studies Themes Related to the Energy Crisis; (3) Themes and Activities in Science, Home Economics, and Health and Physical Education; (4) Suggested Activities and Lessons; (6) Selected Bibliography; and (7) Films. Activities and lessons include: (1) cartoon interpretation; (2) graph lessons; (3) reading skill exercises; (4) case studies and role playing; (5) classroom discussions; and (6) individual and group student investigation ideas. These materials, which are in the developmental stage, were written for use by teachers in New York City but can be used elsewhere. (MR)

ED 162 893 SE 025 416

*Symons, Ann*

**Alaska Wilderness: A Bibliography for Secondary Students on Marine Vertebrates, Birds, Small or Fur Bearing Mammals and Game Animals of Alaska.**

Alaska State Dept. of Education, Juneau.
Pub Date-Aug 78
Note-13p.; Contains occasional light and broken type
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Alaska Natives, *Annotated Bibliographies, Biological Sciences, Ecology, *Environmental Education, Filmographies, Science Education, *Secondary Education, Secondary School Science, *Zoology
Identifiers-*Alaska

This is an annotated bibliography for secondary school students. It contains fourteen entries on marine vertebrates, nine entries on birds, twenty-nine entries on mammals, and one on amphibians and reptiles. Some of the entries are fiction. (BB)

ED 162 894 SE 025 418

*Korotkin, Arthur L. And Others*

**A Study of the Use of Computers in the Development of Science Career Awareness in Elementary School Children.**

Gibboney (Richard A.) Associates, Inc., Kensington, Md.; Montgomery County Public Schools, Rockville, Md.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date-Jul 78

Grant-NSF-SED-76-20191

Note-183p.

**EDRS Price MF-$0.83 HC-$10.03 Plus Postage.**

Descriptors-Autoinstructional Methods, *Career Education, *Computer Assisted Instruction, Computer Oriented Programs, Educational Research, *Elementary Education, *Instruction, *Science Careers, *Science Education, Sciences

Identifiers-*Research Reports

The Science Career Awareness Training (SCAT) program proved effective as a means of increasing knowledge about science careers and interest in science as a career for students in the late elementary school grades (grades 4-6). Thus, the SCAT program influenced the knowledge and motivation bases of career choices. However, participants in the program became more indecisive as far as career choices were concerned. Among these students, certain stereotypic career-choice behaviors were already apparent suggesting that programs such as SCAT should start even earlier. The SCAT program uses a highly-interactive, computer-based system to provide information about science career areas. The information is presented in the form of 30-minute dialogs. The dialogs present both printed information and photographs, as well as problem-solving experiences. The topics of the dialogs are: (1) science careers in general; (2) the engineer; (3) the chemist; (4) the physicist; (5) the earth scientist; (6) the biologist; (7) the mathematician; (8) the social scientist; and (9) the health scientist. (Author/BB)

ED 162 895 SE 025 419

*Sagness, Richard L. Sagness, Rebecca L.*
**Selected Science Activities in Consumer Decision Making.**
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-76
Note-173p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($3.00)
**EDRS Price MF-$0.83 HC-$8.69 Plus Postage.**
Descriptors-*Consumer Education, Curriculum, Elementary School Science, *Elementary Secondary Education, Instruction, *Instructional Materials, *Science Activities, Science Education, Secondary School Science, *Teaching Guides

This publication has been designed for use by teachers wishing to incorporate consumer education activities into their science program. Each activity is classified by grade level most appropriate for use, area of consumer education involved, specific topic, and consumer education concept involved. Activities are designated as suitable for grades 4-6, 7-9, and 10-12 although some can be adapted for use at different grade levels. Within each grade level grouping, activities are classified as relating to the consumer and the environment, foods, advertising, tools, health, clothing, product testin[illegible]r natural resources. For those activities not developed specifically for this publication, the original source of the activity is identified. (PEB)

ED 162 896 SE 025 422

*Downes, John P. And Others*
**78 Questions: A Synthesis of the Research on Teaching and Learning Mathematics.**
Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-112p.
**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**
Descriptors-Achievement, Attitudes, Bibliographies, Educational Research, Effective Teaching, *Elementary Secondary Education, *Evaluation, Instruction, Instructional Design, *Mathematics Education, *Problem Solving, *Research Reviews (Publications), *Teaching Methods

Presented is a summary of research and recommendations concerning questions that are frequently asked by teachers and administrators about the learning and teaching of mathematics. Six areas are analyzed: planning for instruction, instructional procedures, differentiating instruction, methods of instruction, problem solving, and evaluation. The format used was to approach each of the six main headings through a series of questions. A bibliography is included. (MP)

*Hernbrode, William R., Ed.*
**Multidisciplinary Wildlife Teaching Activities.**
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jun 78
Note-95p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 ($3.00)
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-Art Education, *Conservation Education, English Education, *Environmental Education, Industrial Arts, Mathematics Education, *Natural Resources, *Natural Sciences, Science Education, Social Studies, *Wildlife Management, *Zoology
Identifiers-Wildlife Education

This guide provides information and activities descriptions designed to allow the teacher to use wildlife concepts in the teaching of various subjects. The author suggests that wildlife and animals are tremendous motivators for children and hold their attention. In the process, concepts of wildlife interaction with man and the environment are taught along with the major subject. The guide does not presuppose an extensive knowledge of science. In addition to activities and concepts tailored for a variety of classroom subjects, the guide provides a history of American wildlife, a presentation of basic concepts of wildlife education, and a bibliography of field guides, activities, life histories, and periodicals of interest to the classroom teacher seeking to use their technique. (RE)

ED 162 898 SE 025 424

**Safe Use of Pesticides, Guidelines. Occupational Safety and Health Series No. 38.**

International Labour Office, Geneva (Switzerland).

Pub Date-77

Note-42p.

Available from-International Labour Office, Washington Branch Office, 1750 New York Avenue, N.W., Suite 330, Washington, D.C. 20006 ($4.95; 25% discount for 50 copies, 10% discount for 10-49 copies)

**Document Not Available from EDRS.**

Descriptors-*Agricultural Chemical Occupations, *Agricultural Education, *Environmental Education, Manuals, *Pesticides, *Safety, Science Education

This document provides guidance on the safe use of pesticides in agricultural work. General principles are given and followed by more detailed safety requirements for the various pesticide application techniques. Finally, the medical aspects of pesticides are considered. (BB)

*Doyle, Mercedes Graesser, Arthur, II*

**Mathematical Problem Spaces of the Mathematically Anxious and the Mathematically Comfortable. Paper Presented at a Meeting of the Western Psychological Association, San Francisco, California, April 1978.**

Spons Agency-California State Univ., Fullerton.
Pub Date-78
Note-23p.; Not available in hard copy due to marginal legibility of original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Algebra, *Anxiety, *College Mathematics, *Concept Formation, *Educational Research, Error Patterns, Higher Education, Mathematics Education, *Problem Solving, *Research
Identifiers-Research Reports

Verbal protocols were collected from math-anxious and math-comfortable college students while they solved algebra problems. These protocols were then examined for differences in problem-solving processes. Differences occurred in the use of two basic strategies: generating values and symbolic transformations. Math-anxious students generated more values; math-comfortable students made more symbolic transformations. The data suggest that for the math-anxious students the real problem is not numerical; rather, it is the inability to apply symbolic procedures. (MP)

ED 162 900 SE 025 429

**Energy Education Materials Bibliography.**
Minnesota State Energy Agency, St. Paul.
Pub Date-Jun 78
Note-65p.
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-*Activities, Activity Units, *Annotated Bibliographies, Curriculum Development, *Elementary Secondary Education, *Energy, Environmental Education, Evaluation Criteria, *Instructional Materials, Interdisciplinary Approach, Teaching Guides
Identifiers-*Energy Education, *Minnesota

This is an annotated bibliography of selected energy education materials. The materials included in this document are indexed according to grade level and according to whether they are background materials or classroom activities. Each of the 100 items listed were evaluated and included into either the A'' list or the B'' list. The A'' list contains activities and background materials that were judged to be somewhat better by virtue of: (1) content included; (2) activities; (3) ease of use; (4) background material; and/or (5) reference provided. The B'' list contains activities and background materials which cover a wider range of subjects and approaches and may be used as the core of or as supplements to energy units. In addition to the usual bibliographic information, such as title, author, publisher/source, other information included is: (1) suggested grade levels; (2) suggested subject areas; (3) media type; (4) cost and date issued; (5) types of activities; (6) energy topics; (7) approaches; (8) student outcomes; (9) what teacher background is assumed; and (10) general comments. Also indicated is whether materials are designed for use by students, teachers or both. (MR)

ED 162 901 SE 025 430

*Burstein, Leigh*
**Implications from the Beginning Teacher Evaluation Study for the IEA Second Mathematics Study.**
Pub Date-78
Note-25p.; Paper presented at the annual meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978); Contains occasional light and broken type
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Achievement, *Classroom Observation Techniques, Classroom Research, *Educational Assessment, Elementary Secondary Education, *International Studies, *Mathematics Education, *Teacher Behavior

The International Education Association plans for the Second Mathematics Study are deemed inadequate for the identification of the effects of instruction on mathematics education. Suggested modifications are based on the results of two studies. The first is a discussion of major methodological limitations of the Six Subjects Survey. The second is a comprehensive classroom process measurement used by the Beginning Teacher Evaluation Study which included extensive classroom observation and teacher reports of allocated time for specific pupils in selected content areas. (MP)

ED 162 902

SE 025 435

**Influence of Preceptorship and Other Factors on the Education and Career Choices of Physicians, Executive Summary.**

Public Health Service (DHEW), Washington, D.C. Bureau of Health Manpower.

Report No.-DHEW-HRA-78-74

Pub Date-31 Mar 78

Contract-HRA-231-76-0040

Note-25p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Career Choice, Higher Education, *Medical Education, Medical Schools, *Medicine, *Primary Health Care, *Program Evaluation, Science Education, Surveys

Identifiers-*Preceptorship Programs

In order to determine the effectiveness of preceptorship programs in encouraging medical and osteopathic students to choose careers in primary care or rural service, a survey of medical and osteopathic schools, students, residents, and physician preceptors was completed. Questionnaires were completed by 92 schools, 837 students, 462 residents, and 272 preceptors. Some of the conclusions are as follows: preceptorship training appeared to affect both student and resident specialty and location. The personal and educational characteristics most likely to be related to specialty and/or location preferences included sex, race, age at graduation from medical school, degree of financial support from family or savings, reception of a Public Health Service scholarship, place of rearing, and region in which the school was located. Family medicine departments were more likely to encourage primary care practice and rural services, as were federally-supported programs. (BB)

ED 162 903 SE 025 440

**Aviation Futures to the Year 2000.**

Futures Group, Glastonbury, Conn.; Urban Systems Research and Engineering, Inc., Cambridge, Mass.

Spons Agency-Federal Aviation Administration (DOT), Washington, D.C.

Pub Date-Feb 77

Note-109p.; Occasional shaded charts and graphs may not reproduce well

**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**

Descriptors-*Aerospace Industry, Aviation Technology, *Economics, Fuel Consumption, *Futures (of Society), Prediction, Science Education, Simulation, Socioeconomic Influences, *Transportation, *Trend Analysis

This document describes five alternative scenarios which present various conditions that may exist in the United States from now to the year 2000, and which would be important in shaping demand for air transportation. Each scenario describes the potential evolution of various socioeconomic conditions, along with a projection of the amount and type of air transportation likely to exist under those conditions. The key variables that come into play in the scenarios are the gross national product, population, business productivity, the unemployment rate, the cost of domestic crude oil, operations at towered airports, enplaned passengers, total revenue passenger miles, air cargo, and jet fuel consumption. The five scenarios used in the study are the limited growth scenario, the expansive growth scenario, individual affluence, muddling through, and the resource allocation scenarios. (Author/BB)

ED 162 904 SE 025 443

*Wood, Barbara L.*

**Review of Scientific & Technical Numeric Data Base Activities.**

King Research, Inc., Rockville, Md.
Spons Agency-National Science Foundation, Washington, D.C. Div. of Science Information.
Pub Date-Mar 77
Contract-NSF-C-878
Note-176p.; Contains occasional marginal legibility
Available from-National Technical Information Service (NTIS), Operations Division, Springfield, Virginia 22161 ($8.00)
**EDRS Price MF-$0.83 HC-$10.03 Plus Postage.**
Descriptors-Data, *Data Bases, Data Collection, *Information Sources, *Resources, Sciences, *Scientific Research, *Statistics, Tables (Data)

This examination of numeric data base activities grew out of a continuing effort to develop a system of statistical indicators of scientific and technical communication. A broad mix of directories, listing by subject field, reports, mail inquiries and telephone and face-to-face interviews was used to collect information. Scientific and technical numeric data bases are identified and described in the following fields: physical, environmental, life and social sciences. Principal federal agencies supporting these data base activities include the National Oceanographic and Atmospheric Administration, Environmental Protection Agency, National Cancer Institute, Energy Research and Development Administration, National Space Science Data Center, United States Geological Survey, National Standard Reference Data System, National Archives and Records Service, U.S. Naval Observatory, Federal Energy Administration, and activities associated with Information Analysis Centers and federal statistical programs. This report provides information individually about some numeric data bases and collectively about some groups of data bases. There is some information about non-numeric aspects of data bases which also contain numeric data. The information collected about numeric data bases differs markedly from data base to data base. For some data bases, numbers of items in the file can be quoted and perhaps even growth rates. For some data bases, information is available concerning dollar costs, number of users, or number of queries. (Author/BB)

ED 162 905 SE 025 444

*Lent, Judith And Others*

**America's Wild Horses  Fitting 'Em In'': A Social Studies Subject for Upper Elementary Students. Teachers Guide.**

Bureau of Land Management (Dept. of Interior), Washington, D.C.
Pub Date-Jul 78
Note-42p.; Activity poster removed prior to being shipped to EDRS for filming
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Biological Sciences, Conservation Education, *Ecology, Elementary Secondary Education, Environment, *Environmental Education, *Horses, Instructional Materials, Land Use, *Natural Resources, Social Studies, Teaching Guides, *Wildlife Management
Identifiers-*Burros

This learning package is designed to portray to upper elementary and junior high school students the various factors influencing the relationship of wild horses and burros to their environment in the Western United States. Protested by the Wild and Free-Roaming Horse and Burro Act of 1971, the thousands of protected horses and burros pose a challenge to government leaders, land managers, ranchers, and citizens as they consider methods for managing growing herds on public lands. Discussed are the role of wild horses and burros in Western history; their relationship to their ecosystem; the need for management; and management alternatives and land use decisions. The package includes a teacher's guide and activity poster. It is designed to be used with the film  Dapples and Grays, Pintos and Bays,'' and a children's story,  Thank You for Helping Us.'' (RE)

**Proceedings of the Third Annual Student Symposium on Marine Affairs (University of Hawaii, Manoa Campus, January 13, 1978).**

Spons Agency-Hawaii Univ., Honolulu. Sea Grant Program.
Report No.-UNIHI-SEAGRANT-MR-78-03
Pub Date-Jan 78
Note-265p.; Not available in hard copy due to marginal legibility of original document
Available from-Sea Grant Publications, 2540 Maile Way, Spalding Hall 253, Honolulu, Hawaii 96822 (free)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Conferences, *Ecology, Energy, *Environment, Marine Biology, *Natural Sciences, Ocean Engineering, Oceanology, *Secondary Education, Water Pollution Control, *Water Resources
Identifiers-Sea Grant

This volume of the proceedings of the Third Annual Student Symposium on Marine Affairs contains 32 papers in eight categories: (1) coastal zone management; (2) marine resources; (3) aquaculture; (4) alternative marine energy sources; (5) ocean engineering; (6) recreational facilities; (7) marine biology; and (8) options. The papers are the products of high school students' work. The unedited papers are published with funds provided by the University of Hawaii Sea Grant College Program. (RE)

# ESTEEM - Encouraging School Transportation Effective Energy Management - Fuel Economy Management Handbook for Directors of Pupil Transportation, School District Administrators, Transportation Department Management.

BRI Systems, Inc., Phoenix, Ariz.
Spons Agency-Department of Transportation, Washington, D.C.
Pub Date-Oct 77
Note-161p.; Not available in hard copy due to marginal legibility of original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Bus Transportation, Cost Effectiveness, Costs, Efficiency, *Energy Conservation, *Fuel Consumption, *School Buses, *School Districts, School District Spending, Transportation

This publication is a guide for school districts to reduce pupil transportation costs and save energy. The information presented is based upon: (1) energy saving programs implemented by school districts; (2) government and industry research efforts in fuel economy; (3) the successful experiences of commercial trucking fleets to save fuel; and (4) fuel saving practices that have been implemented by school districts and commercial fleets to reduce waste. The seven parts of this guide are: (1) Introduction; (2) Reviewing the need for a fuel economy program; (3) Understanding what contributes to fuel economy; (4) Developing your solution to the energy crisis; (5) Guidelines for increasing fuel economy, (6) Conclusion; and (7) Reference information. The third part of this document discusses the driving environment variables that influence fuel economy and provides a framework for practical and sound recommendations to save fuel which are offered in parts four and five. Part four presents step-by-step guidelines for reducing fuel use in a school district. Part five explains effective fuel economy actions for each area of pupil transportation. Part six presents suggestions on implementing fuel economy management. A bibliography is included in part seven. (Author/MR)

ED 162 908 SE 025 455

**Solar Energy Education Packet for Elementary & Secondary Students.**
Center for Renewable Resources, Washington, D.C.
Pub Date-Nov 78
Note-60p.
Available from-Center for Renewable Resources, 1028 Connecticut Ave., N.W., Washington, D.C. 20036 ($3.75); and U.S. Office of Education, Energy and Education Action Center, Reporters Bldg., Rm. 514, 300 7th St., S.W., Washington, D.C. 20202 (on loan)
**Document Not Available from EDRS.**
Descriptors-Activity Units, Annotated Bibliographies, Curriculum Development, *Elementary Secondary Education, *Energy Conservation, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, *Solar Radiation
Identifiers-*Energy Education, *Solar Energy

The arrangement of this packet is essentially evolutionary, with a conscious effort to alternate reading assignments, activities and experiments. It begins with solar energy facts and terminology as background to introduce the reader to basic concepts. It progresses into a discussion of passive solar systems. This is followed by several projects about active solar systems, basically aimed at high school students. Energy conservation is introduced at this point. Solar's creative side is included with six art-oriented selections. Then, to insure that there is participation by all age groups, a few simpler solar exercises are included to illustrate solar power at work. For those interested in further solar energy study, a bibliography is given at the end. (Author/MR)

ED 162 909 SE 025 465

*Murray, Francis X.*

**Energy: A National Issue.**

Georgetown Univ., Washington, D.C. Center for Strategic and International Studies.

Pub Date-76

Note-67p.; Contains numerous foldouts that may not be reproduced

Available from-Center for Strategic and International Studies, Georgetown University, 1800 K Street, N.W., Washington, D.C. 20006 (no price quoted); and U.S. Office of Education, Energy and Education Action Center, Reporters Bldg., Rm. 514, 300 7th St., S.W., Washington, D.C. 20202 (on loan)

**Document Not Available from EDRS.**

Descriptors-Charts, *Display Systems, Energy, *Energy Conservation, Environmental Education, Futures (of Society), *Instructional Materials, *Models, *Visual Aids

Identifiers-Energy Education

This publication contains full color fold-outs that graphically present the national energy crisis. The most effective way of using this book is for the reader to open the designated fold-out when suggested and then follow its description in the text. Fold-outs reveal our national energy dilemma, its background, and the possible climax to the dilemma in the 1990's. These fold-outs can be put together to form a real model. The energy unit exposed in this energy display system is the million barrels per day of oil equivalent (MB/DOE). This publication was designed to be both readable and understandable and a glossary of terms is included. (MR)

ED 162 910 SE 025 466

*Dix, Samuel M.*

**Energy: A Critical Decision for the United States Economy. Revised Edition.**

Pub Date-Jun 77
Note-256p.
Available from-Energy Education Publishers, P.O. Box 6488, Wealthy Street, S.E., Grand Rapids, Michigan 49506 (no price quoted); and U.S. Office of Education, Energy and Education Action Center, Reporters Bldg., Rm. 514, 300 7th St., S.W., Washington, D.C. 20202 (on loan)
**Document Not Available from EDRS.**
Descriptors-Bibliographies, Books, Economic Factors, *Economics, Energy, *Energy Conservation, Fuel Consumption, *Fuels, *Futures (of Society), National Defense, *Petroleum Industry, Policy Formation, Prediction, *Supplies, World Problems
Identifiers-*Energy Crisis

This publication provides a basic analysis of the nation's energy status and attempts to relate a realistic projection of the future. It projects available alternatives to a total economic collapse considering the lack of a national energy policy at the time of writing. The three parts of this publication examine the energy dilemma, present petroleum and natural gas supply information, and suggest the future outcome of the energy crisis for the United States. A bibliography and literature review are appended. The energy outlook presented in this book is not an optimistic one. (MR)

ED 162 911 SE 025 473

*Dixon, Patricia C., Ed.*

**First National Energy Youth Conference: Energy - Today's Challenge for Tomorrow's Leaders. Proceedings for the National Conference (Oak Ridge, Tennessee, July 30-August 4, 1974).**

Spons Agency-Atomic Energy Commission, Oak Ridge, Tenn.; Federation of Americans Supporting Science and Technology.
Report No.-FASST-Conf-740751
Pub Date-75
Note-274p.
Available from-National Technical Information Service (NTIS), U.S. Department of Commerce, Springfield, Virginia 22161 (microfiche $2.25, paper copy $7.60)
**EDRS Price MF-$0.83 HC-$14.05 Plus Postage.**
Descriptors-*Conferences, Economic Factors, Electricity, *Energy, *Energy Conservation, Futures (of Society), *Policy Formation, *Speeches, Student Interests, *Youth, Youth Leaders

This document contains the proceedings of the First National Energy Youth Conference held in 1974. These proceedings were compiled from both the prepared texts of speakers' presentations during the conference, and from tape recordings of discussion sessions and question/answer periods. Contents are presented in four sections: (1) Understanding the Energy Dilemma; (2) Increasing the Energy Supply; (3) Cutting Down on the Energy Demand; and (4) Towards a National Energy Policy. Student delegate energy resolutions, biographical sketches, and suggested readings and informational source sections are appended. The purpose of this conference was to establish communication between tomorrow's leaders and today's energy policy makers. (MR)

ED 162 912 SE 025 474

**Energy: An Annotated Bibliography of Selected Energy Education Materials.**

Massachusetts Audubon Society, Lincoln. Hatheway Environmental Education Inst.

Spons Agency-Office of Education (DHEW), Washington, D.C. Energy and Education Action Center.

Pub Date- 77

Note-64p.

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-*Annotated Bibliographies, Audiovisual Aids, *Bibliographies, Books, *Energy, Energy Conservation, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, Periodicals, Simulation, Teaching Guides

Identifiers-*Energy Education

This is an annotated bibliography of selected energy education materials. These materials were selected according to the following criteria: (1) Usability in an instructional atmosphere; (2) Relevancy to issues on energy use in the environment; (3) Accuracy and current relevancy of energy facts and trends; (4) Attractiveness of format including organization; (5) Emphasis on energy conservation and quality of life; and (6) Emphasis on student involvement in classroom or community activities. A coding system is used for cross-referencing and for indicating grade level and conceptual area for which an entry is appropriate. A variety of different types of materials including: (1) bibliographies; (2) pamphlets; (3) books; (4) periodicals and articles; (5) teaching guides; and (6) audiovisual materials and simulations, are annotated in this bibliography. (MR)

ED 162 913 SE 025 475

Course and Curriculum Improvement Materials: Mathematics, Science, Social Sciences - Elementary, Intermediate, Secondary.
National Science Foundation, Washington, D.C.
Report No.-NSF-E-75-44
Pub Date-May 76
Note-61p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00278-3; $1.05)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors-Annotated Bibliographies, *Bibliographies, *Educational Equipment, *Educational Resources, Filmographies, Films, *Instructional Materials, Resources, *Science Course Improvement Project, Science Education
Identifiers-National Science Foundation

This is a list of curriculum improvement materials produced by major course and curriculum projects supported by the National Science Foundation's Division of Pre-College Education in Science. The materials are grouped by educational level (elementary, intermediate, and secondary) and within each level by broad discipline groupings (mathematics, science, and the social sciences). Under the science grouping, materials are found on astronomy, biology, chemistry, oceanography, meteorology, and physics. The materials include films, books, and instructional equipment. Appended are lists of abbreviations, grantee institutions, project numbers, directors and projects, and materials produced for foreign countries. (BB)

ED 162 914 SE 025 482

*Guthrie, David L. Riley, Robert A.*
**A Solar Energy Bibliography.**
Information Transfer, Inc., Rockville, Md.
Pub Date-78
Note-360p.
Available from-Information Transfer Inc., 1160 Rockville Pike, Rockville, MD 20852 ($15.00)
**Document Not Available from EDRS.**
Descriptors-*Bibliographies, Climatic Factors, Electricity, *Energy, Engineering, *Heat, *Natural Resources, Sciences, Scientific Research, *Solar Radiation

This document contains 5,000 references to literature through 1976 dealing with various aspects of solar energy. Categories are established according to area of solar research. These categories include: (1) overview; (2) measurement; (3) low-range solar energy collection (below 120 degrees C); (4) intermediate-range solar energy collection (120 degrees C - 500 degrees C); (5) high-range solar energy collection (above 500 degrees C); and (6) photoelectrical processes. These six categories are further divided into 27 subcategories with literature references arranged chronologically within categories. The intent of the book is to provide a readily accessible listing of solar energy source materials covering a wide variety of sectors of the solar energy field. (RE)

ED 162 915 SE 025 489

*Lee, Richard S.*

**Construction and Maintenance of Classroom Aquaria. Marine Science Curriculum Aid No. 2.**

Alaska Univ., Anchorage.

Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Report No.-SGR-76-13

Pub Date- 76

Grant-NOAA-04-6-158-44039

Note-21p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Biology, Chemistry, *Ecology, Environmental Education, *Environmental Influences, *Marine Biology, *Natural Sciences, *Science Education, *Water Resources

Identifiers-Sea Grant

This manual introduces teachers to the biological systems at work in a marine aquarium. It provides guidance in selection of the tanks, specifically discussing the effect of capacity on the well-being of the occupants. It guides the teacher in setting up aeration, filtering, lighting, and temperature control for the aquarium. It also advises on collection or treatment of water sources for the salt water aquarium. Instructions on the construction of home-made aquarium tanks are also provided. The selection of aquarium species is somewhat specific to those collectable in the coastal waters of Alaska. A glossary of terms is provided. (RE)

ED 162 916 SO 010 917

**Freedom under Law. Revised edition.**
Denver Public Schools, Colo.
Pub Date-76
Note-47p.; Tables have faint print. Best copy available
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Adult Education, Alcoholic Beverages, Clinics, Community Agencies (Public), Consumer Protection, Crime, Drinking, Drug Abuse, Guides, Juvenile Courts, *Laws, *Legal Education, Marihuana, Narcotics, Police, Secondary Education, Services, *Teenagers, Torts, *Youth
Identifiers-*Colorado

This pamphlet identifies and explains Colorado laws as they apply to juveniles and adults. The handbook was specifically developed to help teenagers know how the laws protect them and how they are expected to comply with them. Two short sections discuss the necessity of having laws and give definitions of 12 legal terms such as felony and petty offense. The majority of the handbook contains explanations of the law under 30 topics. The topics include alcohol use and abuse, arrest, bicycles, consumer rights, crimes against property, crimes against persons, curfew, death penalty, driver's licenses and vehicles, hitchhiking, juvenile court, marriage, medical services, narcotics and drug abuse, and smoking of tobacco. Several tables outline the classification of certain types of crimes such as arson and possession of marijuana, and indicate specific penalities. A concluding section offers names, addresses, and phone numbers of 20 service agencies in Denver which provide help for people with legal, emotional, medical, drug, or drinking problems. (AV)

*Kownslar, Allan O.*

**Teaching about Social Issues in American History. Four Demonstration Lessons.**

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Note-132p.
Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 ($8.95)
**EDRS Price MF-$0.83 HC-$7.35 Plus Postage.**
Descriptors-Case Studies, Civil Rights, *Critical Thinking, *Curriculum Development, Educational Objectives, *History Instruction, Learning Activities, News Media, Political Influences, Political Issues, *Problem Solving, Relevance (Education), Secondary Education, Skill Development, Social Problems, *Social Studies, Social Studies Units, Student Interests, *Teaching Methods, United States History, Units of Study
Identifiers-Controversial Issues, Information Analysis Products

By focusing on controversial social/political issues in high school American history and social studies courses, classroom teachers can help students develop critical thinking skills. Contemporary issues of a controversial nature are particularly good topics for high school because students are generally familiar with the issues through exposure to radio, television, newspapers, and conversations with peers, parents, and teachers. Examples of prominent controversial issues are the Allen Bakke case, the proposed Equal Rights Amendment, political patronage related to the David Marston issue of 1976-78, and First Amendment freedoms exercised by the American Nazi Party. For each of these issues, the monograph presents statements of fact and opinion, points of agreement and disagreement, and significant omissions by one side or the other. For each issue, information is presented on objectives, suggestions for classroom treatment, and materials for student use. Student activities include examination of fictional, journalistic, and objective accounts of the issue, class discussion, reading and writing assignments, debate, dramatic presentations, and role playing. This type of teaching-learning approach emphasizes reason and critical thinking rather than emotionalism and helps students distinguish fact from opinion and identify and resolve conflicting viewpoints. It also aids educators as they develop social issues programs with the objective of helping students become involved and informed citizens. (DB)

ED 162 918 SO 011 088

**Labor's Historic Support of Public Education: A Chronology.**

Pub Date-74
Note-92p.; Not available in hardcopy from EDRS due to various changes in ink density throughout original document ; Prepared by the International Union, United Automobile, Aerospace and Agricultural Implement Workers of America, Detroit, Mich. Education Dept.
Available from-UAW Education Department, 8000 East Jefferson Avenue, Detroit, Michigan 48214 ($0.50, paper cover)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Access to Education, Attitudes, Democratic Values, Educational Development, Educational Finance, *Educational History, Educational Legislation, Educational Objectives, Educational Opportunities, Educational Philosophy, Educational Policy, Elementary Secondary Education, Futures (of Society), Labor, *Labor Unions, Policy Formation, Political Issues, *Public Education, *Relationship, Social Opportunities, Social Studies, Socioeconomic Influences, Teacher Education, Vocational Education

Organized labor's attitudes toward and involvement in public education in the United States from 1820 to the 1970s have been based on four fundamental propositions. The propositions are that labor believes: (1) education is one of the chief functions of a democracy and the only means of developing an enlightened citizenry, (2) all citizens are entitled to equality of educational opportunity, (3) elementary and secondary education are tools for acquiring basic knowledge and are part of a continuing life-long process of education, and (4) the labor movement should have a part in guiding educational policies. Review of labor's involvement in public education indicates continuing support for reforms such as free universal education, compulsory school attendance, child labor laws, federal aid to education, better school buildings, higher salaries and job securities for teachers, free textbooks, vocational education, small classes, more night schools, and meaningful realistic curricula. Organized labor's plans for the future include continued support of educational endeavors and an attitude of openness to changing social and individual educational needs. (DB)

ED 162 919 SO 011 226

**Look into Crowds.**
Christian Education Movement, London (England).
Pub Date-78
Note-30p.; For related documents, see SO 011 227-228 ; Photographs may reproduce poorly
Available from-Christian Education Movement, 2 Chester House, Pages Lane, London N10 1PR, England ($1.40, paper cover)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Access to Education, City Problems, *Comparative Education, Developed Nations, Developing Nations, Discussion (Teaching Technique), Elementary Education, Futures (of Society), *Group Dynamics, Group Experience, *Groups, Housing, *Human Living, Learning Activities, Medical Services, Population Growth, Poverty Research, *Quality of Life, Rural to Urban Migration, Social Change, Social Problems, Social Studies, Teaching Guides, Urban Areas, Urban Population
Identifiers-*Crowding (Personal Space), Great Britain

This booklet is designed to help British teachers introduce concepts of crowds to young students. Elementary school students will better understand issues of crowd behavior such as rural to urban migration and crowding in urban areas if they realize that all crowds are composed of individual human beings. Teachers can help students become familiar with the nature of crowds by encouraging them to participate in class discussions and individual research projects on topics such as crowded cities, housing a crowd, crowds at play, crowds drawn together for political or military purposes, participation in special in-crowds, and entertainment crowds. Students can be directed to discuss questions regarding disadvantages of city living, reasons people leave rural areas to move to the city, the right of people to live wherever they want, and the role of government and charity organizations in providing services to poor people. Students can also be involved in activities such as observing crowds in streets, shops, buses, and places of entertainment; map and globe exercises; and analyzing statements about crowds by public officials and media people. Teachers can provide the necessary background information for students on these and other crowd-related topics by reviewing with them factual material presented in the document. (DB)

ED 162 920 SO 011 227

*Undy, Harry, Ed.*
**Look into Waste.**
Christian Education Movement, London (England).
Pub Date-Apr 78
Note-26p.; For related documents, see SO 011 226-228
Available from-Christian Education Movement, 2 Chester House, Pages Lane, London N10 1PR, England ($1.40, paper cover)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Comparative Education, *Conservation (Environment), *Ecological Factors, Environmental Education, Food, Futures (of Society), Global Approach, Land Use, Learning Activities, *Natural Resources, Physical Environment, Pollution, Poverty Research, Public Health, *Quality of Life, Secondary Education, Social Studies, State of the Art Reviews, Teaching Guides, Waste Disposal, *Wastes, Water Resources
Identifiers-Great Britain

This booklet is designed to help British teachers introduce concepts of waste to secondary school students. The document focuses on various types of waste and pollution air, land, water, and industrial and suggests activities to help students understand and combat waste of natural and human resources. It is presented in 11 chapters. Six chapters deal with waste of specific resources, including water, land, forests, oil, metals, and glass. Two chapters provide general background information on waste and pollution in modern society and offer projections regarding the quality of life of future generations. One chapter examines pollution resulting from improper waste disposal. Another chapter discusses how technology can be used to develop natural power and energy. The final chapter lists resources used in preparing the publication. Each chapter includes a list of learning activities. Students are involved in surveying packaging practices of local supermarkets, visiting waste disposal works, interviewing community members regarding use of aerosol products, visiting reference libraries, analyzing sources of power, and recycling broken glass and aluminum cans. (DB)

ED 162 921 SO 011 228

**Work. CEM Topic Folder Number Two.**
Christian Education Movement, London (England).
Pub Date- 76
Note-37p.; For related documents, see SO 011 226-227
Available from-Christian Education Movement, 2 Chester House, Pages Lane, London N10 1PR, England ($1.60, paper cover)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Career Awareness, *Career Education, Career Planning, Careers, *Comparative Education, *Educational Objectives, Government Role, Job Analysis, *Jobs, Job Satisfaction, *Labor, Labor Education, Labor Unions, Occupational Aspiration, Occupational Guidance, Occupational Information, Occupations, Secondary Education, Skilled Labor, Teaching Guides, Unskilled Labor, Work Attitudes, Work Environment
Identifiers-Great Britain

This document is designed to help British secondary school students and other young adults understand the nature of work before they become wage earners. The document comprises a folder and eight loose-leaf flyers dealing with aspects of work. Work is interpreted to include industry, commerce, distribution, public services, and other paid or unpaid occupations. The folder provides basic background materials for each of the eight work sheets, lists publications for further reading, and provides a directory of organizations in England which assist people seeking employment. Topics of the work sheets are union origins, union activities, conditions of work, government and industry, management, finding a job, social services, and work. For each work sheet, information is presented on background, current status, personnel, relevant legislation, objectives, and predictions. Each work sheet concludes with discussion questions. For example, students are asked to discuss how much danger in the workplace is reasonable, how decisions about production matters should be made, how to evaluate a job offer, and how far the government should interfere to protect workers and the jobless. (DB)

ED 162 922 SO 011 261

**Iowa Political Participation Handbook 1978.**
Iowa State Dept. of Public Instruction, Des Moines.
Pub Date-78
Note-116p.; Pages 93-100, 104 are copyrighted and have been removed by ERIC; They are not included in the pagination
**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**
Descriptors-*American Government (Course), Case Studies, *Citizen Participation, *Civics, Educational Objectives, Elections, Learning Activities, Local Government, Political Socialization, *Politics, Questioning Techniques, Secondary Education, Social Studies, State Government, *Student Participation, Teaching Guides, Voting
Identifiers-Iowa

This handbook contains learning activities on political participation for use in secondary level American government or civics courses. It is designed to orient students and teachers to politics and the political process, to be successful at political endeavors, and to become involved in political activity within the school and local community. The handbook contains three sections. Section I deals with political participation, section II treats voting and elections, and section III examines local government. Students are involved in reading and discussing case studies which give examples of people using the political process to attain their goals. Students also analyze statistical data. Other teaching strategies include role playing, observing meetings of political organizations, interviewing politicians, developing scripts for political advertisements, and conducting a voter registration drive. Each activity contains planned outcome, a list of concepts to be learned, and discussion questions. To complete some of the activities, students will need additional information from the Code of Iowa or the Iowa Official Register, both of which are contained in the handbook's appendices. Although the handbook is intended to be used by students in Iowa, teachers in other states can very easily use or adapt the activities to teach students about political participation. (RM)

ED 162 923 SO 011 268

*Goodman, Sara, Comp.*

**Selected Resources on Aging.**

Pub Date-78
Note-86p.
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-*Adult Development, Adult Education, Annotated Bibliographies, Audiovisual Aids, *Bibliographies, Educational Gerontology, *Gerontology, Higher Education, Interdisciplinary Approach, Literature Reviews, Needs Assessment, *Older Adults, Poetry, Reference Materials, Resource Guides, Retirement, *Senior Citizens, Social Problems
Identifiers-*Aging

Prepared for an interdisciplinary gerontology course at the School of Nursing of Boston University, the document recommends resources on topics related to aging. The directory is presented in 11 chapters. Chapters I and II list more than 90 texts, non-fiction works, monographs, and annotated bibliographies on aging. For each entry information is given on author, title, publisher, and date of publication. Chapter III lists approximately 30 films, filmstrips, and audiovisual aids which deal in a general way with aging. Chapter IV identifies organizations, journals, newsletters, and research programs which focus on older adults. Chapter V identifies seven projective tests for use by elderly persons and by social workers involved with the elderly. The tests are intended to help older adults understand and develop positive attitudes toward aging. Chapter VI briefly reviews portrayals of aging in 83 selections from literature and poetry. Chapter VII presents a listing of more than 50 books and educational materials on adult education. Chapters VIII through XI consist of listings of books and articles on the politics of aging, social action, retirement, aging and death, and combatting negative attitudes toward old age. Each entry identifies author, title, publisher, publication date, and journal title and page numbers where appropriate. Some of the entries are briefly annotated. (DB)

**Citizen Education Today. Draft.**

National Center for Voluntary Action, Washington, D.C.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date- 78
Contract-300-77-0039
Note-173p.; Not available in hard copy from EDRS due to varied ink density in original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Changing Attitudes, Childhood Attitudes, Citizen Participation, *Citizenship, Data Analysis, Decision Making, Democratic Values, Educational Assessment, *Educational History, Educational Improvement, *Educational Objectives, Educational Policy, Educational Practice, *Educational Trends, Elementary Secondary Education, Global Approach, Governance, Government Role, Information Needs, Knowledge Level, Political Issues, Political Socialization, *Program Descriptions, Skill Development, *Social Studies, State of the Art Reviews

The document views citizenship education from the perspectives of the past and present and offers recommendations for improving citizenship education programs. The document is presented in three chapters, preceeded by an introductory essay highlighting major developments in citizenship education in the United States since the colonial period. Chapter I focuses on the challenges of citizen education today. The major challenge is developing citizen competence. Major considerations of citizenship education are described, including increasing social complexity, global interdependence, and conflicting interpretations of the subject area. Chapter II reviews the level of desired civic competency and provides illustrations of representative programs in schools, media, government, labor, religious organizations, and business. Chapter III reviews findings from research on citizenship education and offers recommendations to improve citizenship education programs. It is recommended that citizenship education programs will improve if the federal government and local communities convene commissions on citizen education. These commissions should involve members of the research community and representatives of a wide cross section of American society. Commission members would be responsibile for developing criteria and for clarifying educational frameworks and objectives for citizenship education programs. (DB)

ED 162 925 SO 011 301

**The National Endowments for the Arts and the Humanities...And Equal Opportunity for Women.**

Women's Equity Action League, Washington, D.C.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Aug 78
Note-32p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Art, Awards, Citizen Participation, Civil Rights, Educational Finance, Educational Programs, Federal Legislation, *Federal Regulation, *Females, Feminism, Financial Support, Governance, *Humanities, Incentive Grants, *National Programs, Program Evaluation, *Sex Discrimination
Identifiers-National Endowment for the Arts, National Endowment for the Humanities

The document examines federal regulation of educational programs and activities receiving federal financial assistance. Specifically, the booklet explores discrimination against women by the National Endowment for the Arts (NEA) and the National Endowment for the Humanities (NEH). The document is presented in seven chapters. Chapter I discusses the relationship between Title IX of the Education Amendments of 1972 and the NEH and NEA. Chapter II presents background information on the endowments and identifies problem areas in endowment policies toward women. Chapters III and IV provide more detailed information on goals, activities, and programs of the NEH and NEA and present figures on fellowship programs and recipients for each agency since 1971. Chapter V offers conclusions and recommendations. Conclusions are that the NEH and NEA should regulate participation in endowment programs and activities, grant funds only to institutions which comply with equal employment opportunity laws, and increase efforts to include women on review panels and as grant recipients. Recommendations include that the endowments should meet requirements of equal opportunity laws, encourage women applicants and panelists, and establish a task force to monitor potential discriminatory practices. Chapter VI consists of an appendix, followed by a bibliography in the final chapter. (DB)

ED 162 926 SO 011 302

*Flowers, Emily*

**Teaching and Learning Basic Social Studies Skills, Grades 7-12. Teacher and Pupil Resource Materials No. 311.**

Cincinnati Public Schools, Ohio. Dept. of Curriculum and Instruction.

Pub Date-78
Note-129p.; Not available in hard copy from EDRS due to various ink changes throughout document
Available from-Cincinnati Public Schools, 230 East Ninth Street, Cincinnati, Ohio 45202 ($2.50 paper copy)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Basic Skills, Class Activities, Learning Activities, Library Skills, Locational Skills (Social Studies), Map Skills, Resource Materials, Secondary Education, *Skill Development, *Social Studies, Study Skills, Teacher Developed Materials, Tests, Writing Skills

This manual contains 56 teacher-developed activities which can be used in social studies courses to improve students' basic skills. The activities teach location and map skills, writing and study skills, time skills, and thinking skills. Students also learn how to use reference books and how to read and interpret charts and graphs. Each activity is self contained, includes concise background explanatory material for the student to read, and provides practice material. Students answer questions using a sample entry from a dictionary, outline parts of their social studies text, summarize the events of a television show in sequence, construct time lines, draw maps and make their own keys, and write essays about teenage problems. The manual also contains a section with ten basic suggestions to help social studies students improve their writing. Pre- and post-test questions for all activities are also included. (RM)

ED 162 927 SO 011 303

**Connecticut Assessment of Educational Progress: Citizenship/Social Studies, 1977-78. Summary and Interpretations.**

Connecticut State Board of Education, Hartford. Bureau of Research, Planning, and Evaluation.; National Evaluation Systems, Inc., Amherst, Mass.
Pub Date-Oct 78
Note-66p.; Tables 3-5 may not reproduce clearly due to small print size in original document
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-*Academic Achievement, *Citizenship, Curriculum Development, Curriculum Evaluation, *Educational Assessment, Elementary Secondary Education, Evaluation Methods, Performance Criteria, Program Planning, Scores, *Social Studies, State Departments of Education, *State Programs, Tables (Data), Test Interpretation
Identifiers-Connecticut

This report evaluates knowledge and attitudes of Connecticut students at nine, 13, and 17 years of age in the areas of citizenship and social studies. Phase I of test development was based on the National Assessment of Educational Progress model of testing at age level. The social studies skills and concepts of highest priority were developed by an advisory committee of Connecticut educators and were administered to 29 local school districts with 17,000 students participating. In addition to three objective tests, questionnaires were designed by grade level for local use in curriculum planning and evaluation. In the realm of local history students scored highest at the nine-year-old level while scores declined at the later age levels. In the areas of political science and knowledge of United States government all grade levels showed relatively low performance, while knowledge of the nature of conflict resolution was relatively high. Scores on citizenship remained constantly high, but performance on the role of political opposition was weak. Geography scores showed that students may be learning place'' geography rather than analytic/predictive skills. (MR)

ED 162 928 SO 011 304

*Lachman, Seymour P., Ed.*

**Fourth Annual Conference on Public and Non-Public Schools: Value Education. December 1, 1977. Proceedings.**

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date-78

Note-69p.; Table 1 on page 12 may not reproduce clearly due to poor legibility

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-Affective Objectives, Cognitive Objectives, Conference Reports, Curriculum Development, *Educational Assessment, *Educational Needs, *Educational Philosophy, Educational Practice, Educational Responsibility, Educational Trends, Elementary Secondary Education,

Futures (of Society), Higher Education, Moral Values, *Private Schools, Religious Education, Religious Factors, Teacher Education, *Values

Convened to offer a forum for discussion of values education to over 100 representatives of public and private schools, the conference explored moral dilemmas, educational trends, cognitive moral development, and educational objectives. The keynote address by values education exponent Dr. Edwin Fenton (Director, Carnegie-Mellon Education Center, Pittsburgh) characterized the variety of values education programs which have proliferated in public and private schools in the United States since the 1950s. Examples of types of programs include values analysis, values clarification, hidden curriculum changes, and programs based on cognitive moral development concepts. Fenton also identified key issues related to values education in the schools, including the relationship between the school and the home, the role of the general public in setting educational guidelines, and moral education and the educational community. Other conference sessions dealt with goal setting, in-service programs in values education, moral development theory, and responsibility education. A directory of conference participants concludes the document. (DB)

ED 162 929 SO 011 306

*Cooper, B. Lee*

**Women's Studies and Popular Music: Using Audio Resources in Social Studies Instruction.**

Pub Date- 78

Note-22p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Changing Attitudes, Curriculum Development, Educational Change, *Females, Feminism, Higher Education, Instructional Materials, *Males, *Music, Popular Culture, Secondary Education, Sex Discrimination, *Sex Role, Sex Stereotypes, Social Change, Social Studies, Teaching Methods, *Thematic Approach, Womens Education, *Womens Studies

Because the field of popular music has produced rich resources of social commentary on women, it offers ample instructional materials for the critical examination of women's life styles in a pluralistic society. Additionally, by adding a voice'' to the traditional classroom content, this medium arouses student enthusiasm and interest which many written resources may have failed to tap. The objectives of such an approach aim at defining the identity and self image of females while enhancing the understanding of male students, emphasizing the need to promote change in both thought and action, and pursuing a realistically balanced view of the feminist position. Suggested thematic approaches, including both female and male images, and some examples of accompanying songs include: (1) negative self image ( When Will I Be Loved,'' Nowhere Man''), (2) positive self image ( I Am Woman,'' I Got A Name''), (3) independence and mutual respect ( Different Drum,'' I've Got To Be Me''), (4) submissive individuals ( Angel Of The Morning,'' I'm Your Puppet''), (5) dominant individuals ( Honky Tonk Woman,'' Bad, Bad Leroy Brown''), and (6) rebels and outcasts ( Witchy Woman,'' Born To Be Wild''). The document concludes with lists of 26 songbook resources for lyrics and 59 resources for teaching women's studies in general. (KC)

ED 162 930 SO 011 307

*Allen, Rodney F. Meyer, John R.*

**Beyond Collecting Information: Oral History as Social Education.**

Pub Date-Nov 78

Note-24p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Houston, Texas, November 22-25, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Adolescents, Communication Skills, Community Involvement, Elementary Secondary Education, Empathy, Individual Differences, *Interpersonal Competence, Moral Development, *Oral History, Personal Growth, Skill Development, *Social Development, Social Experience, *Social Studies, *Student Development, Student Motivation, Student Participation, Student Projects

Oral history can contribute to social education in a number of ways. Traditionally, data collection has been considered as providing the most benefits to students of oral history. These benefits have derived from the facts that: (1) historical knowledge is immediate and tangible, (2) oral history stimulates students' interests, (3) students interact with diverse groups of people within the community, and (4) students improve their skills in planning and interpersonal communication. In this paper the authors emphasize that additional benefits result from the method and content of data collection. First, oral history promotes ego development in students by providing them with opportunities for social interaction. It also encourages development of empathy and moral sensitivity as students learn to appreciate other peoples' situations, lifestyles, and values. Finally, through sharing and involvement, oral history promotes a sense of community building. These experiences are especially beneficial for adolescents in terms of their social development. (AV)

ED 162 931 SO 011 313

*Popkin, John W.*

**Government and the Economy Stabilization Policies.**

Canadian Foundation for Economic Education, Toronto.

Pub Date-77

Note-40p.; For a related document, see SO 011 314; Charts on pages 8 and 24 may not reproduce clearly in hard copy due to poor reproducibility

Available from-Canadian Foundation for Economic Education, 155 University Avenue, Suite No. 301, Toronto, Ontario, Canada M5H 3B7 ($1.00 paper copy, discounts on multiple copies)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Business, *Business Cycles, Economic Climate, Economic Factors, *Economics, *Financial Policy, *Fiscal Capacity, Foreign Countries, *Government (Administrative Body), Inflation (Economics), Relationship

Identifiers-*Canada

This document describes the operation of public and private sector mechanisms which work to keep the Canadian economy stable. Part I discusses the many sources of instability in the Canadian economy. Instability is measured primarily in fluctuations in aggregate income or gross national product. Two important contributors to economic fluctuations are industrial economics and business inventory management. Another source of instability is the tendency of business capital investment to accelerate to high levels toward the end of the business cycle or to lag well behind demand requirements due to economic uncertainty. The increasing role of government in the economy and inflationary pressures in the industrial world have also increased economic instability. Part II discusses two main classes of economic stabilizers. These include automatic stabilizers that operate in the economy without any policy initiatives on the part of the government, and the three discretionary stabilizers of fiscal policy, monetary policy, and income policy. The pamphlet concludes with an appraisal of current problems in the application and effectiveness of stabilization policy. (RM)

ED 162 932 SO 011 314

*Perry, J. Harvey McGregor, Gwyneth*
**Government and the Economy Taxation.**
Canadian Foundation for Economic Education, Toronto.
Pub Date-78
Note-47p.; For a related document, see SO 011 313
Available from-Canadian Foundation for Economic Education, 155 University Avenue, Suite No. 301, Toronto, Ontario, Canada M5H 3B7 ($1.00 paper copy, discounts on multiple copies)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Business, Capital, *Economics, Federal Government, *Fiscal Capacity, Foreign Countries, *Government (Administrative Body), Income, Local Government, Municipalities, Relationship, State Government, Tax Effort, *Taxes, Tax Rates, Treaties
Identifiers-*Canada

This document examines the current Canadian tax structure, legislation, sources of tax revenues, exemptions, deductions, and tax treaties with foreign countries. Part I reviews the sources of revenue and explains why the tax system is so complex. Among the reasons given for the complexity are that the system must spread the tax load over as many sources as possible and must serve specific objectives such as using gasoline taxes to maintain roads. Questions of who should pay taxes and who actually does pay taxes are briefly covered. Part I concludes with considerations of what the overall character of the tax system should be and discusses exemptions, business taxes, property taxes, and sales taxes. Part II provides a brief outline of the Canadian tax system at three levels of government as it existed at the end of 1977. The governmental levels are federal, provincial, and municipal. Federal tax is broken down into personal income tax and other taxes including sales, petroleum export, air transport, and excise taxes. Custom duties are also considered to be federal taxes. At the provincial level taxes are collected on items such as income, retail sales, gifts, gasoline, alcohol, and tobacco. Municipalities levy taxes against property, tenants, and businesses. They also collect special assessments and charges. In a concluding section tax treaties with other countries are discussed using the Canada-U.S. Tax Convention as an example. (BC)

ED 162 933 SO 011 316

*Charles, Cheryl, Ed. Samples, Bob, Ed.*
**Science and Society: Knowing, Teaching, Learning. Bulletin 57.**
National Council for the Social Studies, Washington, D.C.
Pub Date-78
Note-88p.
Available from-National Council for the Social Studies, 2030 M Street, N.W., Washington, D.C. 20036 ($4.95 paper cover)
**Document Not Available from EDRS.**
Descriptors-Academic Achievement, *Culture, Educational Environment, Educational Objectives, Educational Responsibility, Educational Trends, Elementary Secondary Education, *Futures (of Society), Human Development, Interdisciplinary Approach, *Knowledge Level, Learning Characteristics, Learning Motivation, Quality of Life, *Relationship, *Sciences, Social Adjustment, Social Change, Social Environment, *Social Studies, State of the Art Reviews, Teaching Methods, Technological Advancement

The document presents 12 essays dealing with social implications of science-related issues. Intended for use by social studies/social science educators, the book focuses on curriculum, instruction, and learning environments as well as on intellectual issues related to science and society. The essays are organized into four sections. Section I comprises four articles which describe divergent views of reality. Analyses of perception and belief by psychologist Carl Rogers and physicist Fritjof Capra are critiqued and interpreted for use in the classroom by educators Elizabeth Larkin and Dick Barnhart. Section II comprises two articles on individual responsibility. Humanistic psychologist Rollo May warns that ethics, society, and science are inseparable. Educator H. Michael Hartoonian applies May's remarks to K-12 educational settings. Section III offers three articles identifying issues representative of the science/society relationship and three articles by educators responding to comments about those issues. Discussants are anthropologist Margaret Mead, economist William E. Herrmann, and politician Andrew Young. Topics focus on childrens' attitudes toward science, impact of science and technology upon humans, and decision-making about political, social, and economic issues. Section IV offers comments by Jonas Salk on the quality of life in the future. In the final article, educator Ken Peterson responds to Salk's affirmation that human life will prosper if people shift toward pluralism and a cultural transformation in values. (DB)

ED 162 934 SO 011 317

*Hartoonian, H. Michael*

**Using Linguistic Structures as a Framework for Social Education.**

Pub Date-Nov 78
Note-12p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Houston, Texas, November 22-25, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Communication (Thought Transfer), Concept Formation, Cultural Context, Cultural Interrelationships, Curriculum Development, Decision Making, Educational Needs, *Educational Objectives, Elementary Secondary Education, *Ethics, Interdisciplinary Approach, *Language Role, Language Usage, *Linguistic Theory, Literature Reviews, Logic, Philosophy, *Relationship, *Social Action, Social Studies, Speech Communication, Teaching Methods

Analysis of the relationship between language and ethics can provide insight into social institutions, social discourse, and social action. Further, synthesis of language and social education can aid educators as they develop curriculum which deals with communication and reasoning in social decision making. Ethics is interpreted to include the moral principles of a society and rules which dictate modes of conduct. Language is interpreted primarily as a social enterprise which locks individuals into a certain view of reality. Consequently, speech, action, and social institutions must be considered in light of specific reasoning patterns and moral persuasions. Curriculum dealing with social action should emphasize cultural perspectives of time and place as well as the aesthetic balance of nature and culture which is necessary for human existance. Areas of study throughout the K-12 sequence should include history, social sciences, ethics, aesthetics, logic, and philosophic thinking processes. In addition, students should be involved in community projects and enrichment activities with institutions of high learning. Social education will improve if social studies educators help students understand the human structures of reasoning and their linguistic and ethical underpinnings. (DB)

*Meyer, John W. And Others*

**Education and the Differentiation of Childhood: Enrollments and Bureaucratization in the American States, 1870-1930.**

Spons Agency-Stanford Univ., Calif. Boys Town Center for the Study of Youth Development.

Pub Date-Sep 78

Note-46p.; Paper presented at Annual Meeting of the American Sociological Association (San Francisco, California, September 1978)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Access to Education, Economic Factors, *Educational Development, *Educational History, Elementary Secondary Education, Enrollment Trends, Geographic Regions, Political Influences, *Public Education, Rural Areas, Social Factors, Social Structure, Tables (Data), Theories, *United States History, Urban Areas, Urbanization

Theories and data are examined concerning the rapid spread of the public school system across the United States during the nineteenth century. In the first part of the report the authors review and criticize current interpretations of the development of public education. According to these theories public schooling arose from the class conflicts and elite interests of a developing urban society the pressures for social control of new working classes, immigrants, and young people freed from traditional constraints. In the second part of the report the authors argue that the spread of schooling can be seen as one of a series of social movements by which the American nation was built, not as a result of state or central elite action. To test their arguments the authors analyzed state-wide data on educational organization and expansion taken from reports of the Commissioner of Education and from the U. S. Census for the years 1870-1930. They found dramatic educational differences between northern and southern states which they attribute to differences in the regions' political and economic systems. The rapid spread of schooling in rural areas of the north and west is seen to reflect a commonly-held ideology of nation-building that combined the outlook of small entrepreneurs in a world market with evangelical Protestantism and an individualistic philosophy. (Author/AV)

ED 162 936 SO 011 320

*Iozzi, Louis A. Cheu, Janey*

**Preparing for Tomorrow's World: An Alternative Curriculum Model for the Secondary Schools.**

Pub Date-22 Oct 78
Note-26p.; Paper presented at First Annual Conference of the Education Section of the World Future Society (Clear Lake City, Texas, October 22, 1978)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Critical Thinking, *Curriculum Development, Decision Making, Decision Making Skills, Educational Assessment, Educational History, *Educational Objectives, Educational Trends, *Futures (of Society), Instructional Materials, Interdisciplinary Approach, Learning Activities, Literature Reviews, Models, *Moral Development, Prediction, *Problem Solving, Role Playing, Secondary Education, Skill Development, Social Change, Social Studies, Student Development, Tables (Data), Values

The paper discusses curriculum change in American education and describes a social studies curriculum model intended to help high school students become better decision makers. The paper is presented in eight sections. Section I identifies educational programs which have been implemented in response to crisis situations. Among these are sex education, drug education, and environmental education. Section II forecasts future developments, including accelerated social change, continued technological advancement, international conflict, and changing concepts of work and leisure. Section III explains that curriculum goals should be to help students broaden social perspectives, understand consequences of decisions, understand social issues, and deal with multiple interacting variables. Section IV describes a curriculum model which is based on progression through learning stages until students reach their highest potential. Section V identifies learning activities which are part of the model. Students are involved in role playing, exposure to alternative viewpoints, debates, clarification of ideas, defending personal attitudes, and examining consequences of decisions. Section VI lists modules developed for junior and senior high school students. Section VII provides information about how the modules were field tested. The final section offers conclusions. The major conclusion is that the proposed curriculum can help students become better decision makers by emphasizing simultaneous development in intellectual and moral/ethical areas. (DB)

ED 162 937 SO 011 324

*Baker, Dawn S.*

**The Effect of Appropriate and Inappropriate In-Class Performance Models on Performance Preference of Third and Fourth Grade Students.**

Pub Date- 78

Note-27p.

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Behavioral Science Research, Comparative Analysis, Elementary Education, *Imitation, Learning Processes, *Modeling (Psychological), *Music Education, Observational Learning, Research Methodology, *Singing, *Student Attitudes, Student Participation, Tables (Data), Vocal Music

This study investigated the effect of singing within the elementary school music classroom on (1) students' preference for one of two performances of the same song and (2) students' ideas of ``correct'' performance. Seventy-five third and fourth graders were concurrently involved in separate experimental groups. One group was taught to sing lullabies and chanties in an appropriate manner: soft and slow for the lullabies, loud and fast for the chanties. The other group was taught to sing the same songs in an inappropriate manner: loud and fast for the lullabies, soft and slow for the chanties. Children in both groups then listened to tape recordings of all the songs and were asked to indicate which renditions they preferred and which they thought were correct. It was found that students' ideas of correct performance were affected by the way songs had been taught in class. Also, students preferred the appropriately-performed chanties over appropriately-performed lullabies. This may be a result of children's preference for loud, fast music in general. (Author/AV)

ED 162 938 SO 011 325

*Skeel, Dorothy J. Sterling, Ronald E.*

**There's More than the Three R's to Those Early Years.**

Pub Date-Nov 78
Note-19p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Houston, Texas, November 22-25, 1978); Not available from EDRS in hard copy due to poor reproducibility of original document
Available from-Dorothy J. Skeel, George Peabody College, Box 165, Nashville, Tennessee 37203
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Affective Objectives, Citizenship, *Communication Skills, Community Problems, Concept Teaching, Cultural Awareness, *Decision Making Skills, Elementary Education, Evaluation Methods, Group Activities, *Humanistic Education, *Interpersonal Relationship, Learning Activities, *Map Skills, Primary Education, Self Concept, Social Studies, *Student Development, Teaching Procedures, Values

Twelve learning activities are presented for children in kindergarten through grade three to help develop skills of valuing, decision making, interpersonal relationships, and spatial awareness. Knowledge and skills in these areas will enable children to understand and effectively communicate with people of different cultures and lifestyles, and to participate more fully in their world. Kindergarten activities include identifying the uniqueness in thumbprints, cooperation experiences, and drawing a ``me'' map. Grade one activities examine personal needs and wants, characteristics of groups, and how to develop a classroom map. Activities for grade two focus on classroom rules, community problems, and location of other countries. Grade three activities study the world food supply and rules in the community. A buried treasure game employs skills of direction and location. Concepts, objectives, materials, procedures, and methods of evaluation are outlined for each activity. (KC)

ED 162 939 SO 011 328

*Masnick, George S. McFalls, Joseph A., Jr.*
**Those Perplexing U.S. Fertility Swings. A New Perspective on a 20th Century Puzzle. PRB Report.**
Population Reference Bureau, Inc., Washington, D.C.
Pub Date-Nov 78
Note-13p.
Available from-Population Reference Bureau, Inc., 1337 Connecticut Avenue, N.W., Washington, DC 20036 (Single copies $0.75 each)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Adolescence, Behavioral Science Research, *Birth Rate, Contraception, *Data Analysis, *Demography, Futures (of Society), Human Geography, Population Distribution, Population Growth, Population Trends, Racial Factors, Reproduction (Biology), *Surveys, Tables (Data), Theories, *Trend Analysis
Identifiers-United States

Based on data derived from a study of three generations of black women in Philadelphia in 1975, the report offers a new explanation of fertility differences between generations, population subgroups, and individuals. The authors hypothesize that varying fertility patterns are due to societal norms and circumstances which influence womens' attitudes toward birth control. A survey questionnaire which was organized around events occurring in the age intervals 13-19, 20-29, and 30-49 was administered to 718 women. The questionnaire inquired about all events such as pregnancy and contraception that took place in a particular age interval before moving on to the next interval. Questions centered on fertility determinants, specifically fecundity, frequency of intercourse, marital stability, and use of birth control. Among the more pertinent findings presented are: attitude toward birth control is as important as simple knowledge of birth control methods; pregnancy can influence mating, fecundity, and contraceptive use as well as vice versa; and the timing of reproductive events, often determined by chance factors, influences fertility differentials. The conclusion is that researchers can provide a new perspective on 20th century American fertility patterns if they concentrate on the temporal dimensions of fertility determinants. (DB)

ED 162 940 SO 011 329

*Risinger, C. Frederick, Ed. Beversdorf, Anne, Ed.*
**The Social Sciences in the Schools: Purpose, Trends, Activities.**
Social Studies Development Center, Bloomington, Ind.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-78
Grant-NSF-SMI-77-15312
Note-76p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Houston, Texas, November 22-25, 1978)
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-Anthropology, Citizenship, Curriculum Development, Decision Making Skills, Economics, Educational Environment, Educational Needs, *Educational Objectives, *Educational Trends, Elementary Secondary Education, Family Background, Geography, Guidelines, History, Land Use, *Learning Activities, Political Influences, Political Science, Skill Development, *Social Sciences, *Social Studies, Sociology, *State of the Art Reviews

Twenty-six social studies educators participated in a conference at Indiana University, Bloomington, Indiana, in summer 1978 to ascertain the status and goals of social studies education. Specifically, conference participants examined recent social science research, explored curriculum development, and developed social studies classroom activities. The report is intended for use by K-12 educators as they develop and implement social studies programs. It is presented in three sections. Section I defines the purpose of precollege social studies as promoting citizen education and civic literacy and identifies knowledge, skills, and values necessary for a quality social studies program. Section II describes current trends in anthropology, economics, geography, history, political science, and sociology and evaluates these trends for their implications for K-12 social studies. Section III suggests classroom activities related to 16 topics, including infant mortality, community land use, pioneer travel, integration, and teenage drinking laws. The activities involve students in role playing, constructing graphs, map and globe activities, class discussions, making decisions, defining terms, and analyzing photographs. For each activity, information is presented on classroom use, rationale, objectives, procedures, and materials needed. A list of conference participants and staff concludes the document. (DB)

ED 162 941 SO 011 330

*Birchall, Gregory R.*

**A Cultural Critique of 'Values Education' and the Social Studies.**

Pub Date- 78

Note-28p.; Not available in hard copy from EDRS due to poor reproducibility of original document

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Citizenship, *Comparative Education, Curriculum Development, Educational Assessment, *Educational History, Educational Objectives, Educational Philosophy, Educational Strategies, *Educational Trends, Elementary Secondary Education, Inquiry Training, Intellectual Disciplines, Interdisciplinary Approach, Literature Reviews, Problem Solving, School Role, Social Change, *Social Studies, State of the Art Reviews, *Values

Identifiers-Kohlberg (Lawrence), Marx (Karl)

Social studies education in the United States and Australia has undergone a number of evolutionary phases since the mid-19th century and has been the subject of frequent debate by educators and community members. Major trends in social studies curriculum have included religious training, moral instruction, political socialization, perpetuation of the social and economic system, reflective inquiry, problem solving, integration of social science disciplines, and more recently, citizenship and values education. Although a major objective of many of these social studies traditions has been good citizenship, disagreement has arisen over the most appropriate means to that end. Also, social studies teachers have not fully realized their role as professional ideologists and transmitters of citizenship. Social studies education will improve and will contribute to positive social change if it encourages development of a critical consciousness among students. One way of fostering critical consciousness and of helping students attain moral/practical knowledge is to follow Lawrence Kohlberg's cognitive-developmental approach to moral and values education. The approach developed by Kohlberg encourages meaningful thought about social practice and de-emphasizes maintenance of social education and existing social relations. (DB)

ED 162 942 SO 011 331

*Steinitz, Victoria*

**Pursuing the Good Life: Communities as Developmental Contexts for Upwardly Mobile Youth.**

Pub Date-Sep 78
Note-24p.; Paper presented at Annual Meeting of the American Sociological Association (San Francisco, California, September 4-8, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Adolescents, Community Characteristics, *Community Influence, Community Size, Comparative Analysis, Factor Analysis, Longitudinal Studies, *Occupational Mobility, Parent Influence, Research Methodology, Rural Urban Differences, School Role, Secondary Education, Social Class, Social Factors, *Social Mobility, *Social Science Research
Identifiers-New England

This study explored the effect of community background on the development of adolescent ambition, using longitudinal interviews to probe subjects' own definitions and evaluations of progress toward the good life.'' Sixty high ability working class youths from three New England towns varying in size, urban proximity, and social class composition, were interviewed in their senior year of high school and again three to four years later. All youths perceived entry into high school as a critical juncture in the development of their ambition and all planned on college as a means to upward mobility. However, the youths' pursuit of mobility showed many different experiences. In the small working class town, students felt personally supported by both high school and parents and viewed occupational mobility and small town life as desirable and compatible. Going away to college introduced them to diversity, stimulating an interest in personal growth and a devaluation of small town life. In the larger working class city, students found the high school very unsupportive and relied on adults outside the school system, primarily family, for reinforcement. As commuting college students, they had to work hard at balancing the competing demands of school, family, and friends. In the middle class town, students experienced an academic status loss as they entered high school and found themselves to be in vulnerable social positions. These experiences triggered early self questioning. For these students, self doubts, community estrangement, and the search for congruence between personal and occupational goals intensified at college. The paper concludes with a discussion of the developmental processes through which socioeconomic and community variables are translated into effects upon individuals. (Author/RM)

*Saad, Geti, Comp.*
**Selected Bibliography of Educational Materials in Pakistan. Vol. 11, No. 2, 1977, Period Covered April-June, 1977.**
Spons Agency-National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
Report No.-TT-77-53604/02
Pub Date-77
Note-53p.; Not available in hard copy from EDRS due to poor reproducibility of original document; For a related document, see SO 011 214
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Adult Education, *Annotated Bibliographies, *Comparative Education, Curriculum, *Developing Nations, Educational Administration, Educational History, *Educational Objectives, Educational Planning, Educational Policy, *Educational Practice, Elementary Secondary Education, Foreign Countries, Higher Education, Laws, Preschool Education, Religious Education, Social Sciences, Teacher Education, Vocational Education
Identifiers-*Pakistan

This annotated bibliography cites books, journal articles, policy statements, newspapers, and other publications about education in Pakistan. Most of the citations were published from March to June of 1977. A few citations date from 1975. The bibliography is organized into 27 sections including administration, adult education, curriculum, development of education, educational objectives, elementary and secondary education, higher education, Islamic education, professional education, student problems, teacher education, teaching methods, textbooks, and women's education. For each entry information is presented on author, title, publisher or source, and date of publication. Annotations are included also. (DB)

ED 162 944 SO 011 335

*Kolman, Anita Sue*

**Self-Disclosure Patterns of Male and Female College Students: Change Over Time.**

Pub Date- 78
Note-16p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*College Students, *Comparative Analysis, Data Analysis, *Females, Friendship, Higher Education, *Interpersonal Relationship, Literature Reviews, *Males, Parent Child Relationship, Parent Influence, Peer Relationship, Privacy, Single Students, Social Development, Social Relations, *Social Science Research, Statistical Analysis, Surveys, Tables (Data)
Identifiers-*Self Disclosure

The paper discusses a study of self-disclosure patterns of 29 college men and 35 college women. The purpose of the study was to determine the extent to which college students confided in their best male friend, best female friend, mother, and father about attitudes and opinions, tastes and interests, work and studies, money, personality, and body. The hypothesis was that the best cross-sex friend would emerge as the primary confidant for both male and female college students. In previous research the best same-sex friend had been found to be the primary confidant. In this study students were directed to respond to a 58-item self-disclosure questionnaire. Responses were analyzed statistically, specifically by analysis of variance and t-tests. Findings indicated that the hypothesis was not supported. Two of the conclusions were that (1) both males and females used their best male and female friend equally as confidants, and (2) males in a committed relationship and single females directed the most self disclosures to their best female friend. Additional research is suggested to delineate the link between love and self disclosure. (DB)

ED 162 945 SO 011 336

*Garcia, Jesus*

**Evaluating Multiethnic Materials.**

Pub Date-78

Note-10p.; Paper presented at Annual Meeting of National Council for the Social Studies (Houston, Texas, November 22-25, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Cross Cultural Studies, Cultural Awareness, Cultural Education, Cultural Pluralism, Curriculum Development, Curriculum Problems, Elementary Education, Ethnic Groups, *Ethnic Studies, *Evaluation Criteria, *Evaluation Methods, *Instructional Materials, Intercultural Programs, Minority Groups, Multicultural Textbooks, *Selection

The problem of identifying good ethnic studies materials is a result of the large amount of materials produced in the 1960s and of the currently renewed interest in ethnic studies. Four types of materials are available to elementary classroom teachers: ethnic information, single-ethnic approaches, minority or European-ethnic approaches, and multiethnic approaches. Ethnic information materials highlight a certain group's achievements. Although designed for enrichment purposes, this material occasionally distorts the image of the targeted group. Materials include coloring books, calendars, folk tales, and family history projects. Single-ethnic approaches include group histories written from an ethnic perspective. However, groups are often portrayed from a problems perspective'' and in contrast to white Americans. Learning packets such as Chinese Americans Past and Present'' (Association of Chinese Teachers, San Francisco) and An Album of Jews in America'' (Anti-Defamation League of B'nai B'rith, New York) are examples. Minority or European-ethnic approaches present experiences of more than one ethnic group and usually outline the uniqueness and similarities among groups. However, separateness is often given greater emphasis. Examples are the filmstrips American Children'' (Children's Book and Music Center, Los Angeles) and The Toymaker'' (Anti-Defamation League of B'nai B'rith). Multiethnic approaches present a realistic and balanced view of groups. The aim is to present the pluralistic nature of society as positive. Two learning kits are Ethnic Heritage: A Living Mosaic'' (J.C. Penney Company, New York) and Multicultural Understanding'' (Riverside Unified School District, California). The process employed when selecting any ethnic materials is similar to the one used when selecting other materials: the teacher must match the learner with the appropriate materials. (KC)

ED 162 946 SO 011 338

*Nappi, Andrew T. And Others*
**Learning Economics through Children's Stories. A Bibliographic Reference. Third Revised Edition.**
Joint Council on Economic Education, New York, N.Y.
Pub Date-78
Note-98p.
Available from-Joint Council on Economic Education, 1212 Avenue of the Americas, New York, New York 10036 ($2.00, paper cover)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Annotated Bibliographies, *Childrens Literature, *Curriculum Development, Curriculum Planning, Curriculum Research, *Economic Education, Elementary Education, Instructional Materials, Language Experience Approach, Reading Material Selection, Reference Materials, Research Reviews (Publications), Resource Guides

Children's stories provide a valuable resource for teaching economic ideas and provide opportunities for young people to relate their experiences to the economic world. The Center for Economic Education at St. Cloud State University has compiled a bibliography of children's stories to assist teachers and librarians in selecting stories for the enrichment of student learning in economic education. This latest revision is organized into eight parts beginning with a listing of economic concepts to be introduced at the elementary K-6 level. Parts II through IV contain descriptive summaries of 100 children's stories in economics and approximately 70 summaries of articles and research on the teaching of economics in elementary grades. Recommendations for classroom use are found in the summaries. Concluding sections identify journals, newsletters, professional organizations, and other bibliographies related to elementary economic education. (MR)

ED 162 947 SO 011 346

**Options in Education Transcript: Program No. 135: Learning To Be an American.''**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

Spons Agency-Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date-78

Note-23p.; Not available in hardcopy from EDRS due to small type size of original document

Available from-National Public Radio Education, Washington, D.C. 20036 ($0.50, paper cover)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Citizenship, Citizenship Responsibility, Curriculum Evaluation, Educational Alternatives, Educational Assessment, Educational Objectives, *Educational Trends, Elementary Secondary Education, Government Role, Political Socialization, Programing (Broadcast), Radio, *School Role, Scripts

The transcript from a National Public Radio program discusses the school as a training ground for citizenship. Comments by professional and academic persons are interspersed with opinions of White House tourists. A short introductory definition of citizenship provides the framework for the ensuing discussion. After an assessment of citizenship education in the schools by Henry Steele Commager, the transcript illustrates how the schools provide a training ground for citizenship. Students at the John Adams School in Alexandria, Virginia role-play the American Revolution. The growth of street law'' courses which help lay persons learn the practical aspects of law has impacted upon the schools and the curriculum of traditional civics courses. Although requirements for political science in teacher-training programs have become lax, remediation is available through privately-sponsored courses like the Taft Seminar in New York City. Further government funding in local program development is needed to promote an informed citizenry. The school is assumed to be appropriate ground for citizenship training, but the transcript ends with Commager questioning this premise. (MR)

ED 162 948 SO 011 347

Options in Education Transcript: Program No. 136 & 137: Religious Schools'' Part I George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

Spons Agency-Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
Pub Date- 78
Note-38p.; Not available in hard copy from EDRS due to small type size of original document
Available from-National Public Radio Education, Washington, D.C. 20036 ($0.50, paper cover)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Catholic Schools, Church Responsibility, Educational Problems, *Educational Quality, *Educational Trends, Elementary Secondary Education, Ethical Instruction, Parochial Schools, Private Schools, Programing (Broadcast), Radio, *Religious Education, Scripts, State Church Separation

These two transcripts from National Public Radio broadcasts discuss the development of religious schools and the relationship of religious education to modern American society. More than 20 religious educators contributed to the transcripts. Since it is estimated that one to two Christian schools open every single day, there is an assumption that public schools are no longer doing a good job. A parent suggests that children in private schools are better disciplined, taught more character, and get a better overall education. High expectations of these students result in responsible behavior. Dress codes and other regulations of parochial schools indicate lower expectations of their students. In Hebrew schools, the emphasis is on developing a person secure in his/her own heritage, better prepared to live in a multicultural, pluralistic society. The question of curriculum regulation of parochial schools by the state is one issue covered. North Carolina has definite curriculum laws for private schools and requires the administration of competency tests to all seniors. The publishing of pupils' names, parents' names, and places of residence is another state requirement with which Christian schools will not comply. A third area of disagreement is teacher certification and the states' rights to monitor private schools. (MR)

ED 162 949 SO 011 348

*Levin, Henry M.*

**Equal Educational Opportunity in Western Europe: A Contradictory Relation.**

Pub Date-Sep 76

Note-66p.; Paper presented at Annual Meeting of the American Political Science Association (Chicago, Illinois, September 4, 1976)

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-Access to Education, *Comparative Education, Developed Nations, *Economic Opportunities, *Educational Opportunities, Educational Trends, Elementary Secondary Education, *Employment Opportunities, Employment Patterns, Employment Problems, Employment Trends, *Equal Education, Higher Education, Job Market, Social Factors, Social Mobility, Underemployed, Unemployment

Identifiers-*Europe (West)

Based on four standards of measurement, it appears that the educational systems of Western Europe fail to provide a significant equalizing influence. The four criteria are: (1) equality of educational access, (2) equality of educational participation, (3) equality of educational results, (4) and equality of educational effects on life chances. Although the distribution of education shows a universal trend toward increasing equality of educational attainments, data indicate that persons from lower social class backgrounds are likely to follow less prestigious and remunerative courses of study. Moreover, they lack the social or political connections to obtain better jobs. This pattern is a result of the perceived role of schooling, which is to prepare students for filling the needs of capitalistic wage-labor. There is a basic contradiction between this function and that of increasing social mobility. Moreover, the post World War II reduction in economic growth has created an educated, underemployed proletariat. The increasing disjuncture between the values and expectations of the educated worker and the realities of work is creating a new working class of revolutionary youth. Educational reforms must include increasing the selectivity of universities, absorbing enrollment increases through alternative higher education, developing an alternative educational pattern, and emphasizing career education. Work reforms call for changing the organization of work, increasing the prestige of blue collar work, and providing more jobs in the public sector. (KC)

ED 162 950 SO 011 349

*McGee, Robert T.*

**Conference on the Teaching of History (North Texas State University, Denton, Texas).**

Pub Date-Oct 78
Note-12p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Achievement, *Change Strategies, College Curriculum, Course Organization, Curriculum Design, *Educational Improvement, *Educational Needs, *Educational Trends, Elementary Secondary Education, Higher Education, High School Curriculum, History, *History Instruction, Instructional Improvement, Knowledge Level, Relationship, Relevance (Education), *Social Studies, State of the Art Reviews, Student Motivation, Trend Analysis

Professional historians and public school personnel must combine efforts to improve the teaching of history in the public schools. Because no more than one-half of all high school graduates enter college, it is important for the public schools to provide quality history education. Recent research by groups such as the National Assessment of Educational Progress shows that students have not been learning general history, American history, or political theory very well. Reasons for the lack of emphasis on studying history include relaxed academic requirements by public schools and colleges, faddish emphasis upon other supposedly more relevant areas of study, and a lack of structure and continuity within existing history courses. The author suggests several approaches to reinstate effective history programs. First, there should be a revival of the basics in which schoolteachers will logically structure social studies courses to include reading, literacy, math, science, and history. This should be accompanied by a parallel revival of ``general studies'' and liberal arts in colleges and universities. Second, students should be provided with research tools and skills to stimulate their interest. Third, universities and professional historians should become involved in developing ways to improve the teaching of history in the public schools. (AV)

ED 162 951 SO 011 350

*Taffel, Selma*

**Trends in Fertility in the United States. Vital and Health Statistics, Data from the National Vital Statistics System. Series 21, Number 28.**

Health Resources Administration (DHEW/PHS), Bethesda, Md.; National Center for Health Statistics (DHEW), Rockville, Md.

Report No.-DHEW-HRA-78-1906

Pub Date-Sep 77

Note-48p.; Figures 1-3, 11, 12 and Tables 1, 2 and 10 may not reproduce clearly due to small type size and fading ink

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 ($1.60 paper copy)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Age Groups, *Birth Rate, Contraception, *Demography, *Population Trends, Racial Factors, Social Factors, Tables (Data), Trend Analysis

Identifiers-United States

This report presents and interprets birth statistics for the United States with particular emphasis on changes that took place during the period 1970-73. Data for the report were based on information entered on birth certificates collected from all states. The majority of the document comprises graphs and tables of data, but there are four short expository sections which summarize trends. These sections examine details of recent fertility trends, changes in completed fertility and total fertility, changing patterns of fertility control, and future trends. The statistics show that by 1973 the U.S. fertility rate had declined to the lowest number ever recorded, and the annual number of births was the lowest since 1945. Major factors influencing this decline were changes in the ages at which women give birth and an emerging preference for smaller families. The greatest declines in fertility were for women aged 40 and older. There was a gradual lengthening in the interval between births for both white and black women. White women under age 30 experienced a higher level of childlessness than women of all other races, a reversal of the pattern of previous decades. (Author/AV)

ED 162 952 SO 011 351

*Crumrine, Janice G. Nix, Harold L.*

**Cultural Systems and Lifestyles: The Impact of the Occupation of Shrimping on Family Life.**

Pub Date-Aug 78

Note-21p.; Paper presented at Annual Meeting of the American Sociological Association (San Francisco, California, August, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Family Attitudes, *Family Life, Family Relationship, Family Role, Family Structure, Females, Group Relations, Housewives, *Life Style, Males, Marriage, Occupational Surveys, *Occupations, Parental Aspiration, Parent Influence, Parent Role, *Relationship, *Seamen, Sex Role, *Social Science Research, Social Values, Sociocultural Patterns

The findings of this second phase of a four-phase study of shrimp fishing focus on the effect of this occupation upon the family. Data were collected from a random sample of 87 boat captains, 73 wives, community personnel, and high school students in two Georgia coastal counties. The family structure reveals a traditional conception of male and female roles, with a high value placed on independence and autonomy. The demands and the dangerous nature of the job, along with long absences from home, create a high level of flexibility, a crisis orientation, and both competition and cooperation among fellow fishermen. The males, an in group'' in the community, identify their occupation with independence, strength, endurance, adventure, and communion with nature. To the men, the sea represents freedom from land and women. Opportunities for women are confined to marriage and family, and the women view these attainments as primary fulfillment. Those wishing to remain single and career-oriented are forced out of the community structure. The wives lead unstructured, independent lives and perceive the male presence with a degree of ambiguity; most women are the primary disciplinarians. Both males and females seek refuge from stress in same-sex friendships. In raising their families, conformity and obedience to parents are the most valued behaviors. While many aspire to a formal education for both sons and daughters, realistically they expect their children to attain a social status much like their own. One-third of the families expect their sons to become shrimp fishermen. (Author/KC)

ED 162 953 SO 011 354

**You, Too. The Social Science Newsletter for Secondary Teachers. Vol. VIII, Number 2, October-November 1978.**
Educational Research Council of America, Cleveland, Ohio.
Pub Date-78
Note-11p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Change Strategies, *Course Content, Curriculum Design, Educational Change, *Educational History, Educational Objectives, Educational Problems, *Educational Trends, Elementary Secondary Education, Relevance (Education), Social Change, *Social Studies, Student Centered Curriculum, Teacher Education, Textbook Preparation, *Trend Analysis

This newsletter explores trends in social studies education from the 1950s through the 1970s. The decades of the 1950s and 1960s are characterized as kaleidoscopes of pedagogic fashions. Among the trends in social studies objectives, methods, and content were socialization, democratic attitudes, conceptual learning, inquiry learning, values clarification, racial equality, integration, cultural pluralism, ethnic studies, legal education, consumer education, and global education. Social studies courses became the target of special interest groups during this period. During the 1970s emphasis was placed on citizenship, ``back to basics,'' and minimum competency. Among the possible reasons for this rapid succession of experiments and changes are: (1) transition in American society and world affairs, (2) teacher educators' attempts to initiate educational fashions, (3) teachers' tendencies to follow fads in search of the ultimate educational method, (4) competition of commercial textbook publishers who emphasize easy sales instead of quality, (5) lack of sequenced instructional material covering the first eight or nine years of school, and (6) textbook revisions based on fads in order to ensure consistent selection by state textbook adoption committees. The author concludes that educators can overcome social studies fads by insisting on quality textbooks, student-centered teaching approaches, and consistent and cumulative instructional materials. (AV)

ED 162 954 SO 011 360

**The Changing Economy of the Family. Report of an Interdisciplinary Seminar.**

American Council of Life Insurance, Washington, D.C. Education and Community Services.

Pub Date-78

Note-36p.

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Adult Education, Conference Reports, *Economic Change, Economic Factors, *Family (Sociological Unit), Family Income, Family Life, Family Relationship, *Family Resources, *Social Change, *Socioeconomic Influences

A report is presented of a conference which examined the family as a socioeconomic institution. Participants included scholars, practitioners, and businessmen with backgrounds in various social sciences, finance, survey research, family history, home economics, and aspects of the life and health insurance business. The report begins with a summary of two themes which predominated in the conference discussion: structural changes in family life over time and exchange relationships in the family, particularly exchanges from one generation to another. Research issues raised in the discussion included the value of family impact studies, correlation between the low-income family and economic survival skills, and degree of elasticity in the demands for health and economic security within the household unit. Three sections of the report offer abridged versions of a position paper and comments of two respondents. Topics included the model American family of the 1970s, a historical perspective on how families coped with economic insecurity in the past, and the new economic subdiscipline called new home economics'' in which the family is viewed as a single economic entity which utilizes its resources to maximize some objective. (Author/AV)

*Aquino, John T.*
**Artists as Teachers. Fastback 113.**
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
Pub Date-78
Note-36p.; Not available in hard copy from EDRS due to small type size of original document
Available from-Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 ($0.75 paperbound, quantity discounts available)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Aesthetic Education, *Art Education, *Artists, Creativity, Cultural Enrichment, *Educational Problems, Educational Trends, Elementary Secondary Education, Enrichment Experience, Federal Programs, Higher Education, Program Administration, Program Descriptions, *Program Evaluation, Program Improvement, Teacher Characteristics, Teacher Role
Identifiers-Artists in Schools Program

This booklet explores the advantages and drawbacks in the employment of artists as teachers at all educational levels. Until recently, arts professionals did not want to hinder their creative work by confining themselves to the place and time of a school situation. Schools generally sought to hire those who wanted education as a career. In 1969 the National Endowment for the Arts and the U.S. Office of Education (USOE) jointly sponsored the Artist-In-Schools Program. Participants were not required to teach, but to show students how artists act as creators in different media. Other USOE grants brought artists into the schools and placed a heavy emphasis on preparing the schools for the artists by requiring briefing workshops. Such programs have not been trouble-free. Placement of artists in the schools as teachers can create simple procedural problems or more complex administrative problems. Teachers may feel threatened by the differences in artists' temperament and educational perspectives. Western School for the Arts in Washington, D.C. illustrates the problems of a school specifically created for professional artist-teachers. These include financial limitations, administrative indifferences, hasty planning, and conflicts among various participants. A successful program requires an artist who has a critical sense, can analyze an artistic work, and can communicate skills to children. An intuitive artist may not always be able to discuss the reasons behind a creative action. (Author/MR)

ED 162 956 SO 011 363

*Heitzman, Wm. Ray*

**Writing for Publication.**

Pub Date-Nov 78

Note-15p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Houston, Texas, November 22-25, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Communicative Competence (Languages), Composition Skills (Literary), Copyrights, *Guidelines, Higher Education, Information Dissemination, *Professional Recognition, *Publishing Industry, Status Need, *Writing, Writing Skills

The paper offers guidelines to prospective authors on how to write for publication in journals or monographs. People generally seem to write because of a desire to share an idea, for financial reasons, for ego gratification, for professional advancement, or for a combination of these reasons. Steps in preparing a manuscript include storing notes about good ideas in an easily retrievable place, overcoming initial inertia by outlining key concepts, locating potential outlets and editors, researching the topic, writing an entire draft copy without concern for spelling and wording, obtaining feedback from colleagues, preparing a neat final revision, and submitting the paper to alternate publishers if the first attempt fails. The question of when to write should be resolved according to personal preferences. Many authors find it easiest to sequester themselves during this period. When editors ask for revisions the author should not be disheartened. Many such requests stem from the editor's financial restrictions or similar content in forthcoming publications. Authors should be aware of citation and permission standards for excerpts from the works of others. Writing book reviews for journals can provide a smooth entrance into the publishing field. The paper concludes with a list of 11 resources about professional writing. (AV)

ED 162 957 SO 011 365

**Citizenship: An Overview, 1975-76. Selected Results from the Second Assessment of Citizenship. Report No. 07-C-00.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Pub Date-Oct 78
Contract-OEC-0-74-0506
Note-67p.; Exhibits 1-21 may not reproduce clearly in hard copy due to small type size of original document; Funding information on inside front cover has been removed by ERIC
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Academic Achievement, Age Groups, Citizen Participation, *Citizenship, Comparative Analysis, Decision Making Skills, Democratic Values, *Educational Assessment, Educational Objectives, Elementary Secondary Education, Government Role, *National Surveys, Performance Factors, Social Studies, Tables (Data)

A report is presented of a national assessment of young Americans' achievement of citizenship goals. Conducted by the National Assessment of Educational Progress, the study measured achievement of six behavioral objectives. These were: (1) show concern for the well-being and dignity of others, (2) support just law and the rights of all individuals, (3) know the main structure and functions of government, (4) participate in democratic civic improvement, (5) understand important world, national, and local civic problems, and (6) approach civic decisions rationally. Students in the survey represented nine-, 13-, and 17-year-old age groups. Chapter one of the report is a summary of citizenship achievement at each age for all six objectives. Chapters two through seven each focus on one of the objectives, discussing overall results for that particular objective and featuring sample questions. The final chapter compares different performance levels among age groups. Tables of data accompany the discussion in all chapters. (Author/AV)

ED 162 958 SO 011 366

*Lachman, Seymour P., Ed.*

**Conference on Public Policy and Education: The Making of Policy. Case Study: The Impact of Office of Civil Rights Rulings on Local Policy Making in Education. May 23, 1978. Proceedings.**

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Pub Date-78

Note-112p.

**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**

Descriptors-Case Studies, Civil Rights, *Civil Rights Legislation, Conference Reports, Decision Making, *Educational Legislation, Educational Needs, *Educational Policy, Educational Practice, Elementary Secondary Education, Federal Government, Government Role, Local Government, *Policy Formation, Political Influences, *Relationship, Social Factors, State Government

The conference was convened to provide a forum for educators, human rights representatives, and government officials to discuss decision-making processes of local education authorities. The focus of the conference was on the increasing influence on educational policy formation of federal and state court decisions, regulatory agencies, professional associations and unions, publishing houses, and schools of education. Much of the discussion centered on the impact of rulings from the Office of Civil Rights (OCR) on policy making in education in New York City. The keynote speech presented by Michael Usdan, Commissioner for Higher Education for Connecticut, stressed changing relationships between federal, state, and local governments in education, accretion of federal power, fragmented political structures, urban educational problems, and educational finance. Other speakers discussed the constitutional framework of educational policy formation, Supreme Court involvement in education, discrimination in employing teachers, selective enforcement of OCR policies, and flight of middle income families to the suburbs. In the summary of conference discussions, a recommendation was made to increase interaction between local school boards and the OCR for the purpose of dealing with issues currently overlooked in OCR rulings. (DB)

ED 162 959 SO 011 367

*Ehman, Lee H.*

**What Does Political Education Research Tell Us about How to Teach Citizenship?**

Pub Date-24 Nov 78
Note-12p.; Paper presented at Annual Meeting of the National Council for the Social Studies (Houston, Texas, November 24, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Citizen Participation, *Citizenship, Classroom Environment, Educational Needs, *Educational Research, *Effective Teaching, Elementary Secondary Education, Political Attitudes, *Political Socialization, *Social Studies, *Student Attitudes, Student Participation

This paper presents six generalizations based on political education research and discusses their implications for teaching citizenship in the public schools. In drawing the implications, it was assumed that citizenship education is designed to promote higher political knowledge, interest, trust, tolerance of dissent, and intellectual and participation skills. The six generalizations are that: (1) compared to factors such as family and the media, school is an important agent for transmitting political information to youth, (2) secondary students' political knowledge has decreased between 1970 and 1976, (3) an open classroom climate in which opinions about controversial issues are freely discussed is conducive to positive political attitudes, (4) emphasis on factual content and patriotic rituals is associated with negative political attitudes, (5) student participation in school governance is related to positive political attitudes, and (6) American students have a lower tolerance of political dissent than do European students. Among the implications of these generalizations are that teachers should use up-to-date instructional materials, pay attention to attitude and behavior outcomes, specify course goals, allow students to express divergent viewpoints, de-emphasize rote factual knowledge, and encourage participation in school governance and extracurricular activities. In addition, teachers should point out that good citizenship does not necessarily imply passive conformity. (Author/AV)

ED 162 960 SO 011 368

*Remy, Richard C. And Others*

**A Community-Based Approach to Citizen Education for a Global Age.**

Pub Date-78
Note-16p.; Paper presented at Annual Meeting of the Comparative and International Education Society Midwestern Region (Chicago, Illinois, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Citizen Participation, *Citizenship, Citizenship Responsibility, Community Organizations, Community Role, *Curriculum Development, Educational Needs, Educational Strategies, Elementary Secondary Education, *Global Approach, *International Education, Program Development, *School Community Relationship, Social Studies

This report describes an approach to citizen education being developed by the Mershon Center at Ohio State University. The approach is based on the international experiences citizens have in the course of daily life in their local community. Part one of the report explains three premises upon which the approach rests: (1) the local community provides a critical arena for international participation and learning for citizens, (2) a new dimension of citizenship is the making and influencing of decisions associated with the international relations of daily life, and (3) citizen preparation for a global age should recognize that all members of the public are linked together in a potential learning community. Part two presents a strategy for strengthening citizen competence. It includes increased use of community resources by schools in order to internationalize citizenship education programs, involvement of interested citizens in helping schools create new instructional programs, and helping community groups cope more effectively with international issues related to their own objectives. Part three describes projects and activities initiated in Columbus, Ohio to enhance international and citizenship awareness. Included are the International Council of Mid-Ohio which serves as a clearinghouse for international information and a facilitator of international activity, a coalition of international volunteer agencies, and development of a local high school course and a national workshop on internationalizing citizen education. (Author/AV)

ED 162 961 SP 013 031

*Tisher, R. P. And Others*

**The Induction of Teachers: A Bibliography and Description of Activities in Australia and the U. K.; Research Report on Stage I of the Teacher Induction Project. Beginning to Teach, Volume 1.**

Australian Education Research and Development Committee, Canberra.
Report No.-EDRC 15
Pub Date-78
Note-80p.
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-*Beginning Teachers, *Foreign Countries, Inservice Teaching, National Surveys, *Probationary Period, Skill Development, Teacher Attitudes, Teacher Education, *Teaching Experience
Identifiers-*Australia

This is the first part of a report of a large-scale national study of the induction of beginning teachers in Australia. The present research program was undertaken in the belief that this growing interest would be well-served by a better understanding of the nature of a person's transition from student in a teachers' college or university to teacher in a school and member of the teaching profession. To this end the research was designed to be both descriptive and analytic. There have been two distinct stages in the project, and the three chapters in this report relate to the first of these. The middle chapter is an annotated bibliography of the literature on induction and professional socialization. Details, insights, and analyses based on a systematic investigation of beginning teachers and their principals will be set out in the report of Stage II of the project. (Authors/JD)

ED 162 962 SP 013 152

*Anglin, Leo W. And Others*

**A Framework for Discussing Different Approaches to Teacher Education.**

Pub Date-Mar 78

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Canada, March 27-31, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Comparative Analysis, Core Curriculum, Education Courses, *Instructional Innovation, *Learning Processes, *Models, Organizational Theories, *Teacher Education, *Teacher Education Curriculum, Teaching Methods

The framework presented in this paper uses an organizational perspective to describe and compare alternative approaches to teacher education. Alternatives in teacher education such as competency-based teacher education, humanistic education, or programs typified by academic-oriented, liberal arts teacher education are discussed from the viewpoint of their basic assumptions on the learning and teaching processes. Two assumptions are presented to provide a two-dimensional framework for classifying and comparing alternative instructional approaches. The first is the perceived variability of students and the second the perceived nature of the instructional process. It is suggested that through the use of this framework the identification of an innovation through its underlying assumptions can provide insight into the consequences of that innovation. The point is made that a conceptual framework based upon organizational features can illuminate differences in alternative teacher education approaches. A primary implication of this paper is that as the profession comes to better understand the nature of schooling, the purpose of schools will become more specific and will require teachers with special expertise and experience. Greater attention will need to be devoted to linking the goals and purposes of a teacher education program with the types of public school organizations in which the teacher education graduates will teach. (JD)

ED 162 963 SP 013 213

*Glazer-Waldman Hilda R., Comp.*

**Teaching Internships: An Annotated Bibliography.**

Evaluative Research Associates, Inc., St. Louis Mo.
Pub Date-78
Note-19p.
Available from-Evaluative Research Associates, Incorporated, 8444 Florissant Road, St. Louis, Missouri 63121 ($1.50 plus postage)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Annotated Bibliographies, Educational Research, Effective Teaching, Inservice Programs, *Inservice Teacher Education, *Internship Programs, *Student Teaching, *Teacher Interns

Citations from 1964 to 1977 are included in this annotated bibliography on teaching internships. Topical headings are as follows: (1) teacher interns; (2) parallels to teacher interns; (3) student teaching and teacher education programs; (4) studies of beginning teachers; (5) inservice programs and training programs for teachers; and (6) studies of effective teaching. The literature consists of journal articles and other published documents. (DS)

ED 162 964 SP 013 225

*Anderson, Barry D. Mark, Jonathan H.*

**Attrition, Mobility, and Productivity Among Teachers: The Case of Metropolitan St. Louis.**

Pub Date-Sep 76

Note-29p.

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Administrator Selection, *Attrition (Research Studies), Career Change, *Career Ladders, Declining Enrollment, Elementary Secondary Education, *Faculty Mobility, *Job Satisfaction, Population Distribution, *Teacher Motivation, Teacher Salaries, *Urban Teaching

Data are presented on four important aspects of the St. Louis education system's professional employee situation: (1) the pattern of movement from one part of the metropolitan area to another; (2) the survival behavior among the area's certified personnel; (3) the shift of personnel towards positions in administration as opposed to teaching; and (4) the side effects of these changes in salary payments in the system. The report concludes with a section on the effects of these four aspects on the school systems of large urban areas. (Author)

ED 162 965 SP 013 344

*Savage, John, Ed.*
**Teacher Corps Developmental Conference, 1977.**
Nebraska Univ., Omaha. Center for Urban Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-77
Contract-300-77-0156
Note-235p.; Not available in hard copy due to marginal reproducibility of photographs and text
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Community Involvement, *Educational Planning, *Federal Programs, Inservice Education, *Interagency Cooperation, *Low Income Groups, Mainstreaming, Multicultural Education, *Needs Assessment, Teamwork
Identifiers-*Teacher Corps

The primary purpose of this conference was to update members of the Teacher Corps on current issues in education as they relate to the Teacher Corps. Speeches delivered by individuals from federal, state, regional, and local levels of the Corps are printed in their entirety. (JD)

*Savage, John, Ed.*
**Teacher Corps Developmental Conference, 1976. Reflections. Expressions. Directions.**
Nebraska Univ., Omaha. Center for Urban Education.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date-Jul 76
Note-263p.; Report of conference (Washington, D.C., July 18-23, 1976); Not available in hard copy due to marginal reproducibility of photographs and text
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Educational Legislation, *Educational Planning, Federal Programs, Inservice Teacher Education, Multicultural Education, Program Coordination, *Role Perception, *School Community Cooperation, Special Education, Teacher Certification, Teamwork, Validated Programs
Identifiers-*Teacher Corps

The primary concern of this conference was the seeming discrepancy between role groups and functions within and across Teacher Corps projects and the importance of local team members working together toward identified goals. Speeches were presented on the following major topics: (1) collaboration and teaming; (2) preservice and inservice training designs; (3) developmental planning and institutional adoption of models; (4) evaluation, management, and demonstration; (5) community education; (6) multicultural education; and (7) educational leadership. (JD)

ED 162 967 SP 013 347

*Scott, Gwendolyn D. Carlo, Mona W.*

**Learning Feeling Doing: Designing Creative Learning Experiences for Elementary Health Education.**

Pub Date-78
Note-271p.
Available from-Prentice-Hall, Inc., 200 Old Tappan Road, Old Tappan, New Jersey 07675 MOS ($12.95)

**Document Not Available from EDRS.**

Descriptors-*Behavior, Behavioral Objectives, *Elementary Education, *Health Education, *Instructional Design, *Learning Activities, Learning Experience, Learning Processes, *Teaching Guides

The dynamics of health education are encompassed in understanding human behavior (its causes and consequences), and this book seeks to outline learning experiences that will correspond to specific behavioral objectives relating to health education. The systematic planning and instructional design center around 11 concepts: (1) Growth and development influence and are influenced by the structure and functioning of the individual; (2) Growing and developing follow a predictable sequence yet are unique for each individual; (3) Protection and promotion of health are individual, community, and international responsibilities; (4) The potential for hazards and accidents exists, whatever the environment; (5) There are reciprocal relationships involving man, disease, and environment; (6) The family serves to perpetuate man and fulfill certain health needs; (7) Personal health practices are affected by a complexity of forces, often conflicting; (8) Utilization of health information, products, and services is guided by values and perceptions; (9) The use of substances that modify mood and behavior arises from a variety of motivations; (10) Food selection and eating patterns are determined by physical, social, mental, economic and cultural factors; and (11) Emotional health is influenced by interpersonal relationships and enhanced by an understanding of the factors affecting behavior. Each concept is divided between lower and upper elementary levels for instructional purposes. (DS)

ED 162 968 SP 013 348

**NAGWS Gymnastics Guide, May 1978-May 1980. With Official Age Group Compulsories and Officiating Techniques.**

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.

Pub Date-78

Note-207p.; Marginally legible due to small print

Available from-AAHPER Publications Sales, 1201 16th Street, N.W., Washington, D.C. 20036 ($4.50)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Achievement Rating, Athletic Coaches, Athletics, *Gymnastics, Physical Education, Skill Development, *Teaching Guides, *Training Techniques, *Womens Athletics

Identifiers-*Regulations

This official guidebook on women's gymnastics covers the following topics: (1) instruction techniques for coaches; (2) national compulsory routines for girls gymnastics; (3) beginning, intermediate, and advanced balance beam performance; (4) beginning, intermediate, and advanced floor exercises; (5) uneven bars techniques; (6) rules governing judging performances. Body movements are illustrated by line drawings. Gymnastics audiovisual aids and an annotated bibliography on gymnastics are included. (JD)

ED 162 969 SP 013 349

**NAGWS Archery Fencing Guide, May 1978-1980. Including Official Rules and Officiating Techniques.**

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.

Pub Date-78

Note-201p.; Marginally legible due to small print

Available from-AAHPER Publications Sales, 1201 16th Street, N.W., Washington, D.C. ($2.50)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Archery, Athletic Coaches, Athletics, *Teaching Guides, *Training Techniques, *Womens Athletics

Identifiers-*Fencing, *Regulations

Training techniques and goals for women competing in archery and fencing are discussed in this guide book. Official rules governing the sports are included. (JD)

ED 162 970 SP 013 350

**NAGWS Field Hockey Guide. June 1978-June 1980. With Official International Rules.**

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.

Pub Date-78

Note-159p.; Marginally legible due to small print

Available from-AAHPER Publications Sales, 1201 16th Street, N.W., Washington, D.C. ($2.50)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Athletic Coaches, *Athletics, *Field Hockey, *Teaching Guides, *Training Techniques, *Womens Athletics

Identifiers-*Regulations

Articles on teaching women the game of field hockey are presented in this guidebook along with official rules governing play and officiating. (JD)

ED 162 971

SP 013 351

**NAGWS Volleyball Guide, June 1978-June 1979.** Official Rules and Interpretations. Regulations for Competition. Officiating.
American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.
Pub Date-78
Note-144p.; Marginally legible due to small print
Available from-AAHPER Publications Sales, 1201 16th Street, N.W., Washington, D.C. ($2.00)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Athletic Coaches, *Athletics, *Teaching Guides, *Training Techniques, *Volleyball, *Womens Athletics
Identifiers-*Regulations

The official rules, regulations for competition, and officiating techniques for womens volleyball are covered in this guidebook. (JD)

ED 162 972 SP 013 352

**NAGWS Flag Football-Speedball, June 1978-June 1980. Including Official Rules and Officiating Techniques.**

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.

Pub Date-78

Note-126p.; Marginally legible due to small print

Available from-AAHPER Pulbications Sales, 1201 16th Street, N.W., Washington, D.C. 20016 ($2.50)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Athletic Coaches, *Athletics, *Football, *Teaching Guides, *Training Techniques, *Womens Athletics

Identifiers-*Regulations

The official rules and officiating techniques for women's flag football and speedball are covered in this guide book. (JD)

ED 162 973 SP 013 353

**NAGWS Soccer Guide. April 1978-April 1979. With Official Rules and Officiating Techniques.**

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Girls and Women in Sport.

Pub Date-78

Note-137p.; Marginally legible due to small print

Available from-AAHPER Publications Sales, 1201 16th Street, N.W., Washington, D.C. ($2.00)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Athletic Coaches, *Athletics, *Soccer, *Teaching Guides, *Training Techniques, *Womens Athletics

Identifiers-*Regulations

The official rules and officiating techniques for womens' soccer are covered in this guidebook. (JD)

ED 162 974 SP 013 355

*Wulf, Kathleen M. Biltz, Peggy*

**Toward Achieving the Dietitian's Goal: Client Education.**

Pub Date-78
Note-16p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Behavior Patterns, *Consumer Education, Dietetics, *Dietitians, Health Education, Individualized Instruction, *Learning Processes, *Nutrition, Positive Reinforcement, Teacher Role, *Teaching Techniques

The role of the dietitian as a teacher of clients who must adhere to a special diet for health reasons is discussed. The objective of this education process is to achieve a complete understanding on the part of the client not only of what is allowed in the diet but also why it is desirable. The dietitian in the professional role as an educator uses learning theory to understand previously conditioned responses of clients; to meet and approach the client in terms of that person's attitude and culture; to decide goals and provide opportunities for maximum learning; and to reinforce appropriate behaviors. (JD)

ED 162 975 SP 013 360

**Convention Report, 1978.**
American Federation of Teachers, Washington, D.C.
Pub Date-78
Note-104p.; Pages 70-104 marginally legible due to print quality
**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**
Descriptors-*Conference Reports, *National Organizations, *Teacher Associations, *Union Members, *Unions
Identifiers-*American Federation of Teachers

Daily summaries, official tally of votes, resolutions, and constitutional amendments adopted at the 62nd annual convention of the American Federation of Teachers, ALF-CIO, Washington, D.C., August 21-24, 1978, are presented. (JD)

ED 162 976 SP 013 361

*Rauth, Marilyn*

**Mainstreaming: A River to Nowhere or a Promising Current? A Special Report to the AFT Task Force on Educational Issues.**

American Federation of Teachers, Washington, D.C.

Pub Date-78

Note-12p.; Small print may be marginally legible

Available from-American Federation of Teachers/AFL-CIO, 11 Dupont Circle, N.W., Washington, D.C. 20036 (#593, single copy $0.25/ $20.00 per 100)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Educational Legislation, *Educational Planning, Labor Unions, *Mainstreaming, Political Issues, *Social Responsibility, *Teacher Associations, *Teacher Attitudes, Teaching Load

Potential promises and problems in the placing of children with special needs or handicaps in the regular classroom are examined in this document. The history of mainstreaming, its rationale, and generally accepted definition are outlined. The focus of this report is upon the role of the teacher union in the complex requirements involved in mainstreaming. The positions adopted by the American Federation of Teachers and other educational groups are presented. It is pointed out that the best interests of the children who are placed in regular classrooms despite handicaps are best served when teachers are fully prepared and understand their obligations, responsibilities, and reliable sources of support. (JD)

ED 162 977 SP 013 362

*Kemble, Eugenia*

**At Last, Teacher Centers That Are Really for Teachers. A Discussion of the New Federal Teacher Center Legislation and What It Can Mean to Teachers.**

American Federation of Teachers, Washington, D.C.

Pub Date-78

Note-12p.; Prepared in conjunction with the work of the AFT Teacher Center Advisory Group.

Available from-American Federation of Teachers/AFL/CIO, 11 Dupont Circle, N.W., Washington, D.C. 20036 (Item No. 595, $0.15, 12 for $1.00)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Educational Change, *Educational Needs, *Federal Legislation, Inservice Teacher Education, Internship Programs, *Teacher Centers, *Teacher Education, Teacher Improvement

This report reviews the new teacher center legislation, points out problems the existing centers have encountered, examines how the centers can meet many educational needs, discusses the relation of teacher centers to preservice and internship programs, and outlines how a teacher center could be set up. It is emphasized that the legislation can be an invaluable tool in educational reform. (DS)

ED 162 978 SP 013 363

**Teachers' Centers: A New Voice for Teachers in Teacher Education Reform.**
American Federation of Teachers, Washington, D.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-77-0092
Note-28p.; Papers presented at AFT Quest '78 (7th, Washington, D.C., April 28-30)
Available from-American Federation of Teachers, AFL-CIO, 11 Dupont Circle, N.W., Washington, D.C. (Item No. 437, free)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Educational Change, Federal Legislation, *Federal Programs, Inservice Teacher Education, Staff Improvement, *Teacher Centers, *Teacher Education, *Teacher Improvement, *Teacher Participation

The titles included in this document are: (1) The New Teacher Center Program; (2) Teacher Corps and Teacher Centers: Forging New Alliances; (3) Teacher Centers: For Exploring What Schools Are Aiming At and How to Get There; and (4) The Detroit Center for Professional Growth and Development. (DS)

ED 162 979 SP 013 364

*Rauth, Marilyn*

**The Education for All Handicapped Children Act (P.L. 94-142): Preserving Both Children's and Teachers' Rights.**

American Federation of Teachers, Washington, D.C.

Pub Date-78

Note-12p.

Available from-American Federation of Teachers, AFL-CIO, 11 Dupont Circle, N.W., Washington, D.C. 20036 (#436; single copy free/$5.00 per 100)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Administrative Problems, *Civil Rights, *Due Process, *Educational Legislation, Federal Aid, Guides, Individualized Programs, *Mainstreaming, Student Evaluation, *Teacher Responsibility

Common problems and questions raised in implementation of P.L. 94-142 are dealt with in this pamphlet. The purpose of this publication is to help teachers and other school employees use the law to protect the interests of all children and their own rights as professionals. The following areas of concern are discussed in question-answer format: (1) basic requirements; (2) Individualized Education Programs (IEPs); (3) less restrictive environment placements; (4) due process; (5) state and local regulations; and (6) noncompliance. (JD)

ED 162 980 SP 013 365

*Rauth, Marilyn*

**A Guide to Understanding the Education for All Handicapped Children Act (P.L. 94-142).**

American Federation of Teachers, Washington, D.C.

Pub Date-78

Note-14p.

Available from-American Federation of Teachers, AFL-CIO, 11 Dupont Circle, N.W., Washington, D.C. 20036 (#435, single copy free/$5.00 per 100)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Civil Rights, Educational Finance, *Educational Legislation, *Guides, Handicapped Students, Individualized Instruction, *Mainstreaming, *Parent Role, *School Responsibility, Student Evaluation

This pamphlet, through questions and answers, provides information on the requirements of the Education for All Handicapped Children Act, referred to as P.L. 94-142. States receiving funds under this legislation must follow specific procedures for providing handicapped children a "free appropriate public education in the most appropriate least restrictive environment." The purpose of this pamphlet is to acquaint the reader with federal requirements only. Both state and local education agencies may have additional regulations related to the education of handicapped children. (Author)

ED 162 981 SP 013 367

*Rabinoff, Marc A.*

**Budget Making and Financial Accountability for Physical Education Programs.**

Pub Date-78

Note-15p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors-Budgeting, *Cost Effectiveness, *Educational Accountability, Educational Administration, *Educational Finance, Financial Policy, *Physical Education, *Program Budgeting, *Program Planning

The importance of fiscal management and its reflection in the administrative program (placement of emphasis, priorities in long range planning, and activities that need developing) is reviewed in this report. Guidelines are provided for (1) cost analysis in education budgets; (2) purposes of budgets; (3) types of budgets (Planning Programming Budgeting Systems, Program Evaluation and Review Technique, Management by Objectives/Results, Organization Development); and (4) preparations and procedures for budget making. References are included. (DS)

ED 162 982 SP 013 369

*Clark, Christopher M. And Others*
**Identifying Cues for Use in Studies of Teacher Judgment.**
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (DHEW) Washington, D.C. Teaching Div.
Pub Date-Jul 78
Contract-400-76-0073
Note-30p.
Available from-The Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, Michigan 48824 ($1.75)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Cognitive Processes, *Decision Making, Educational Research, *Factor Analysis, Multiple Regression Analysis, *Policy Formation, Student Motivation, *Teacher Attitudes

Identification of cues on the major factors affecting judgment is discussed in this paper. The advantages and weaknesses of five approaches to identifying, selecting, and defining features of objects or activities to be judged is examined. These features are: (1) logical specification; (2) expert opinion; (3) prespecification and narrowing of a large number of potential cues; (4) allowing cues to emerge during a judgment task, and (5) participant observation in a naturalistic setting. The paper describes a variation of the fourth method for descriptive research on teaching judgment that represents a simple, realistic compromise between the representativeness of cues identified and the time and effort required to identify them. Features relating to students, subject matter, the teacher, and learning environment were identified by teachers as influential. Of the four categories, features relating to student motivation and involvement were mentioned most frequently. (Authors/JD)

ED 162 983 SP 013 370

*Lanier, Judith E.*

**Research on Teaching: A Dynamic Area of Inquiry. Occasional Paper No. 7.**

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Spons Agency-National Inst. of Education (DHEW) Washington, D.C. Teaching Div.

Pub Date-Oct 78

Contract-400-76-0073

Note-21p.

Available from-Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, Michigan 48824 (no price quoted)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Educational History, *Educational Research, *Effective Teaching, Instructional Design, *Learning, *Research Methodology, *Teacher Behavior, Teacher Characteristics, Teaching

Research on teaching, encompassing those judgments and actions of teaching that can affect the curriculum and instruction that learners encounter in school, is a necessity if public school personnel are to cope with the increased social pressures on the schools. Early empirical research in the field focused on teachers or learning, rather than on teaching. In the 1950's and 60's, however, a new approach emerged involving classroom observations of teaching. Often this research could determine no direct relations between teacher behavior and student learning. Current research efforts are involved with increasingly complex research that not only address teaching behaviors but also teacher thinking during instruction and instructional design. What constitutes effective teaching differs as a function of variations in teachers, learners, resources, and the school and community environment, and research must in the end seek out regularities among these many complex parts. (DS)

ED 162 984 SP 013 371

*Barr-Johhnson, Virginia Hiett, Sharon Lee*

**Classroom Management Related to Student Discipline: A Follow-Up Study of Teachers Who Have Taken the Graduate Course, Behavior Problems in the Public Schools. Final Project Report.**

Florida Technological Univ., Orlando.
Spons Agency-Florida Technological Univ., Orlando. Div. of Sponsored Research.
Pub Date-29 Sep 78
Note-22p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Class Management, *Course Evaluation, *Discipline Problems, Educational Assessment, Elementary Secondary Education, Followup Studies, *Parent Attitudes, Self Concept, *Student Behavior, Teacher Education, *Teaching Techniques

A survey of teachers who had taken a course on behavior problems in the public schools at Florida Technological University was conducted to determine the effectiveness of this particular course. The results of this survey are analyzed and discussed. A questionnaire, formulated in a Likert scale format, was developed to provide information in six areas: (1) personal data about subjects; (2) concerns about classroom behavior and student discipline; (3) beliefs about causes of discipline problems; (4) effectiveness of major concepts, theories, and techniques included in the college behavior problems course for actual classrooom application; (5) relative effectiveness of various classroom activities included in the behavior problems course; and (6) further comments relative to the survey. The most overwhelming statement made by respondents was that they consider the attitudes of parents and families to be a leading cause of discipline problems. Student self-concept and learning problems were also considered causes of problems by both elementary and secondary teachers. In evaluating the effectiveness of the college course on behavior problems, the strongest preference for a particular approach used in the course was the humanistic approach. Little difference was found in the responses of elementary and secondary teachers. A copy of the questionnaire is appended to this report. (JD)

ED 162 985 SP 013 372

*Arnold, Rita*
**What Research Tells Us About Left Handedness.**
Pub Date-78
Note-14p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Disadvantaged Environment, *Disadvantaged Groups, Educational Disadvantagement, Individual Characteristics, *Lateral Dominance, *Left Handed Writer, Physical Characteristics, *School Environment, *Social Disadvantagement
Identifiers-*Left Right Preference

Left handed people have had bad publicity throughout history, and the resulting myths and disadvantages of left handedness have often not been properly dealt with in the classroom. Our language itself maintains a bias against the left, and many other cultures have defined the left as disreputable. Today's life style also provides many physical disadvantages, e.g. appliances and tools designed for right handers, etc. The school environment places social and emotional pressures on the lefties. Researchers disagree as to the the genetic, environmental, or brain organization origins of handedness, but it is clear that teachers should not attempt to change the handedness of students. The methods teachers use to deal with handedness should include observing students, modifying the classroom environment and writing program, and providing models. (DS)

ED 162 986 SP 013 374

*Cumming, Ian Cumming, Alan*

**History of State Education in New Zealand 1840-1975.**

Pub Date-78

Note-386p.

Available from-Pitman Publishing Pty Ltd., Pitman House, 158 Bouverie Street, Carlton Victoria 3053 (No price quoted)

**Document Not Available from EDRS.**

Descriptors-*Academic Standards, Church Role, *Colonialism, *Educational History, Educational Legislation, Elementary Secondary Education, *Government School Relationship, Land Settlement, Minority Groups, *Social Structure

Identifiers-*New Zealand

This history covers the years from 1840 to 1975, from the creation of New Zealand as a Crown Colony to the dissolution of its 37th parliament. The development of education is traced from the first efforts of missionaries to enlighten the native Maoris through the succeeding decades when the government gradually took over the responsibility of establishing public schools. (JD)

ED 162 987 SP 013 375

*Andersen, William E. Cleverley, John*
**Exploring Education.**
Pub Date-75
Note-125p.
Available from-Pitman Publishing Pty Ltd., Pitman House, 158 Bouverie Street, Carlton, Victoria, Australia 3053 (No price quoted)
**Document Not Available from EDRS.**
Descriptors-Alternative Schools, *Educational Change, Educational History, *Educational Policy, *Educational Problems, *Educational Theories, Educational Trends, *Public Schools, *Social Change, Teacher Education
Identifiers-*Australia

Presenting a broad overview, this book attempts to outline the practice, changes, and problems in Australian public education. Specific topics covered are: (1) criticism of the present state of education; (2) the unique aspects of the Australian system of schooling; (3) changes in schools, institutions, examinations, and research and innovation; (4) teacher education and the role of the profession; (5) education as a subject and educational theory; (6) structures of education; (7) educational responses to revolutionary ideas and social change; (8) alternative schools; (9) foreign affairs and the world education scene; and (10) the future of education in Australia. The book provides an interdisciplinary approach and is intended to serve those who are just beginning the study of education. Extensive references are provided. (DS)

ED 162 988 SP 013 376

*Bessant, Bob Spaull, Andrew*
**Politics of Schooling.**
Pub Date-76
Note-202p.
Available from-Pitman Publishing Pty Ltd., Pitman House, 158 Bouverie Street, Carlton, Victoria, Australia 3053 (No price quoted)
**Document Not Available from EDRS.**
Descriptors-Decision Making, *Educational History, *Educational Policy, *Government School Relationship, *Political Socialization, *Politics, Public Policy, *Public Schools, School Administration, School Role
Identifiers-*Australia

This book is concerned with examining how the processes involved in decision-making at the political and administrative levels have affected the school systems in Australia over the years since World War I. Schooling is distinguished from education in that schooling may well provide the individual with an introduction to an education, but it is essentially in the interests of society, not of the individual. Individual chapters are concerned with: (1) schools and the state; (2) the politics of providing schools; (3) the Australian government and the schools; (4) tertiary schooling; (5) the politics of change in the school; and (6) the politicization of schooling. Extensive references are provided. (DS)

ED 162 989 SP 013 377

*Austin, A. G. Selleck, R. J. W.*

**The Australian Government School 1830-1914. Select Documents with Commentary.**

Pub Date-75

Note-356p.

Available from-Pitman Publishing Pty. Ltd., Pitman House, 158 Bouverie Street, Carlton, Victoria, Australia 3053 (No price quoted)

**Document Not Available from EDRS.**

Descriptors-*Educational Development, *Educational History, Elementary Education, *Elementary Schools, Foreign Countries, *Historical Reviews, *Literature Reviews, Public Schools, *Public School Systems

Identifiers-*Australia

The documents chosen as the basis for this historical review government reports, children's workbooks, education journals, departmental correspondence, pamphlets, and books have in common a desire to illustrate the development of government education from 1830 to 1914. The book looks first at the hopes of those colonists who endeavored to establish a system of elementary schools in the years before education departments were established. It illustrates their reasons for trying to establish a comprehensive system of elementary schools and examines the difficulties and problems that beset their efforts and the schools that resulted from them. In the second section attention is focused on the departments of education that grew out of these efforts, and the variety of reasons political, educational, administrative, and social that led them to become closed and defensive institutions. The third and fourth sections study the criticism and reconstruction that came about at the end of the nineteenth century. (DS)

ED 162 990 SP 013 379

*Austin, A. G.*

**Australian Education 1788-1900. Church, State and Public Education in Colonial Australia.**

Pub Date-77

Note-300p.

Available from-Pitman Publishing Pty. Ltd., 158 Bouverie Street, Carlton, Victoria, Australia 3053 (No price quoted)

**Document Not Available from EDRS.**

Descriptors-Church Role, *Educational History, *Foreign Countries, *Government Role, Public Education, *Public School Systems, *State Church Separation

Identifiers-*Australia

The history of education in Australia from the years 1788 to 1900 is related from its inception by the early governors of the colonies. The struggle between church and state in the responsiblility of educating children is a central feature. The final acceptance of responsibility by the government in the late 1800's and the unfortunate results of poor schooling by 1900 are described. (JD)

ED 162 991 SP 013 382

*Gray, Lynn*

**The Teacher's Peer Teaching Handbook. 21 Ways to Get Started.**

Spons Agency-Buhl Foundation, Pittsburgh, Pa.; Maurice Falk Medical Fund, Pittsburgh, Pa.

Pub Date-78

Note-22p.; Lynn Gray directed the Pittsburgh Peer Teaching Project, which was responsible for the research for this document

Available from-Pittsburgh Peer Training Project, 5501 Fair Oaks Street, Pittsburgh, Pa. 15217 (1-9, $1.00ea. + 0.50 postage; 10-24, $1.00ea. + $1.00 postage; 25-99, $0.75ea. + $2.00 postage; 100 or more, $0.50ea. + $5.00 postage)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Cross Age Teaching, Educational Games, Elementary Education, Helping Relationship, Interpersonal Competence, *Peer Teaching, *Small Group Instruction, *Teaching Methods, *Training Techniques

Ways for teachers to implement peer-teaching activities, both same-age within a classroom and cross-age with other classrooms or schools are described. A guide for training students in interpersonal skills and teaching methods is provided. A section on games in the classroom and directions for making games for students to take home is included. (Author/JD)

ED 162 992 SP 013 385

**WCOTP Annual Report 1978; Including the Formal Documents of the XXVII Assembly of Delegates, Jakarta, Indonesia, July 26-August 2, 1978.**

World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).

Pub Date-78

Note-93p.

Available from-World Confederation of Organizations of the Teaching Profession, 5 Avenue du Moulin, 1110 Morges, Switzerland

**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**

Descriptors-Activities, *Annual Reports, Budgeting, *International Organizations, International Programs, Objectives, *Teacher Associations

Identifiers-*World Confed Organizations Teaching Profession

Included in this annual report are: (1) a review of WCOTP activities presented on behalf of the executive committee; (2) resolutions passed by the XXVII Assembly of Delegates; (3) the program and budget for 1979-80; (4) WCOTP constitution and bylaws; (5) the financial statement for calendar year 1977; and (6) the WCOTP membership list. (DS)

ED 162 993 SP 013 387

**Conferencing Makes the Difference!**
Utah System Approach to Individualized Learning Project.
Spons Agency-Utah State Board of Education, Salt Lake City.
Pub Date-77
Note-16p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Ability Identification, Behavior Change, Class Management, Elementary Education, *Parent Teacher Conferences, *Student Evaluation, *Student Teacher Relationship, *Teaching Techniques

Guidelines are offered on the technique of establishing understanding between pupil, teacher, and parent by formal and informal conferences. Means of establishing goals for individual students are suggested, and methods of evaluating performance are given. The importance of communication between parent and teacher by means of conferences and written notes is stressed. Samples of ``commitment sheets'' for elementary grade pupils, delineating what tasks are to be accomplished, are included. (JD)

ED 162 994 SP 013 389

**Center on Centers.**

Utah System Approach to Individualized Learning Project.

Spons Agency-Utah State Board of Education, Salt Lake City.
Pub Date-78
Note-20p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Classroom Arrangement, Classroom Materials, Elementary Secondary Education, Flexible Classrooms, *Individual Study, Learning Activities, *School Study Centers, *Space Utilization, Study Centers, *Study Facilities

Classroom areas organized into centers for specific study purposes are discussed. These centers are used for individual or small group work. The physical arrangement of the area used for a study center is described, including the organization of furniture, materials, and preferred locations. Suggestions are made for the management and stocking of centers for various subjects, such as mathematics, language arts, social studies, science, and humanities. The rationale and objectives of such centers are presented. (JD)

ED 162 995 SP 013 392

**Individualization of Instruction: A Practical System Approach. Monograph No. 2.**

Utah System Approach to Individualized Learning Project.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Utah State Board of Education, Salt Lake City.
Pub Date-78
Note-9p.; For related documents, see SP 013 392-396
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Classroom Environment, *Diagnostic Teaching, Humanistic Education, *Individualized Instruction, Individualized Programs, Individual Needs, Instructional Systems, Learning Experience, *Program Planning, *Systems Approach, *Teaching Models, Validated Programs
Identifiers-National Diffusion Network Programs, Utah System Approach Individualized Learning

A system for individualized instruction is outlined, and stress is placed on growth environments and administrator and teacher responsibilities. This open problem-solving system is one in which decisions are made according to established goals. It is made up of the following stages: (1) establishing the ideal base; (2) establishing a reality base; (3) identifying reality goals; (4) establishing a work base; (5) organizing a work flow; and (6) reviewing, evaluating, and revising what is done. (DS)

ED 162 996 SP 013 393

**Teachers Can Individualize Instruction Using a Systematic Procedural Model. Monograph No. 3.**
Utah System Approach to Individualized Learning Project.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Utah State Board of Education, Salt Lake City.
Pub Date-78
Note-11p.; For related documents, see SP 013 392-396
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Classroom Environment, Diagnostic Teaching, *Individualized Instruction, Individualized Programs, Individual Needs, *Inservice Teacher Education, Instructional Improvement, Instructional Systems, Learning Experience, *Program Planning, Systems Approach, *Teaching Models, *Teaching Procedures, Validated Programs
Identifiers-National Diffusion Network Programs, Utah System Approach Individualized Learning

Steps to foster improvement in individualized instruction are outlined, and stress is placed on developing teacher competencies and systematic procedures. The steps used to accomplish this include planning in terms of goals; organizing work; establishing the proper classroom environment; employing teaching strategies that are diagnostic, prescriptive, and evaluative; and incorporating appropriate learning strategies. This procedural model is both cyclical and continuous. (DS)

**A System for Individualizing Instruction. Practical Answers to U-SAIL Implementation Questions. Monograph No. 4.**

Utah System Approach to Individualized Learning Project.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Utah State Board of Education, Salt Lake City.

Pub Date-78

Note-10p.; For related documents, see SP 013 392-396

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Individualized Instruction, *Instructional Improvement, Instructional Programs, *Instructional Systems, *Program Descriptions, Systems Approach, Validated Programs

Identifiers-National Diffusion Network Programs, *Utah System Approach Individualized Learning

The U-SAIL system is a practical approach to individualization of instruction in which a problem-solving process is employed to install a program in logical sequential phases. U-SAIL is a nationally validated, successfully replicated, cost-feasible system for individualization of instruction which can be implemented in a variety of settings with local educator implementors. Cost of implementation is compatible with those regularly required for staff training and curriculum product purchases. Affective data analysis has indicated that in Utah schools, where data were available, there has been a positive relationship between degree and time of implementation of the system and positive student attitudes. (DS)

ED 162 998 SP 013 395

**Individualization of Instruction in the Classroom: Clues to Successful Practice. Monograph No. 5.**

Utah System Approach to Individualized Learning Project.
Spons Agency-Office of Education (DHEW), Washington, D.C.; Utah State Board of Education, Salt Lake City.
Pub Date-78
Note-17p.; For related documents, see SP 013 392-396
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Class Management, Class Organization, *Classroom Environment, *Effective Teaching, Group Relations, *Individualized Instruction, Learning Experience, Needs Assessment, Student Development, *Teaching Guides, Validated Programs
Identifiers-National Diffusion Network Programs, Utah System Approach Individualized Learning

In outline form, this monograph presents an analysis of specific cues that can assist those responsible for instruction to develop and analyze classroom environments that maximize opportunities for students to grow. It is divided into the following four areas: (1) evidence of effective organization; (2) evidence of effective resource management; (3) evidence that specific learner needs are met; and (4) evidence that effective group relationships are being developed. It is emphasized that by developing an environment in which multiple student differences can be effectively met, the teacher is able to more nearly meet the individual needs of students. (DS)

ED 162 999 SP 013 396

# A Teacher's Guide to Individualizing Reading.

Utah System Approach to Individualized Learning Project.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Utah State
Board of Education, Salt Lake City.
Pub Date-78
Note-45p.; For related documents, see SP 013 392-396
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Beginning Reading, Class Management, *Class Organization, Classroom Environment, Course Organization, Effective Teaching, Individualized Programs, *Individualized Reading, Needs Assessment, *Program Planning, *Reading Instruction, *Teaching Guides, *Teaching Procedures, Validated Programs
Identifiers-National Diffusion Network Programs, Utah System Approach Individualized Learning

The objective of this teaching guide is to provide a comprehensive system for individualizing reading instruction through planning, organization, management, and skillful teaching. The planning stage involves establishing goals, reality bases, work bases and flows, and review, evaluation, and revision. The organization of program content involves structures and foundations of reading, a scope and sequence for the program, and readability evaluations of materials. The environmental management component involves management of both materials and the classroom. Effective teaching, finally, must include both an instructional strand (including assessment using informal inventory, and actual instruction), and an independent reading strand. Additional sections on working with beginning readers and the whole process in action are also included. (DS)

ED 163 000 SP 013 399

*Hertel, Victoria Davis, Mary*

**Colorado School Health Guidelines.**

Colorado State Dept. of Education, Denver.; Colorado State Dept. of Health, Denver.

Pub Date-77

Note-337p.

**EDRS Price MF-$0.83 HC-$18.07 Plus Postage.**

Descriptors-Administrator Role, *Health Education, Health Guides, Parent School Relationship, *Physical Environment, Program Planning, *School Health Services, School Nurses, *School Responsibility

This book of school health guidelines provides a model for the development of a modern school health program or the enrichment of a program already existing. It addresses the areas of school health services, health education, and a healthful school environment. It contains information, tools and techniques for the development of a program that prepares students to maintain and improve their own health and to protect the health of others. (Author)

ED 163 001 SP 013 400

*Bradley, Banks And Others*

**Focused Observation and Feedback of Nonverbal Behavior: A Report of the Development of an Instrument Designed for Analysis of Teacher Behavior.**

Michigan State Univ., East Lansing. Coll. of Education.

Pub Date-78

Note-56p.; For related document, see SP 012 469

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-*Behavior Rating Scales, Body Language, Class Management, *Classroom Observation Techniques, *Interaction Process Analysis, *Nonverbal Communication, Self Evaluation, *Teacher Behavior, Video Tape Recordings

A systematic procedure for obtaining objective data of nonverbal teaching behaviors focusing on specific behaviors is presented. Teacher behaviors, recorded on video-tape, are studied and evaluated for the following nonverbal behaviors: (1) use of proximity control in maintaining discipline; (2) emphasis on the need for eye contact as a speaker; (3) close proximity with children; (4) impact and effect of direct physical contact; (5) varying the stimuli within the classroom; and (6) impact and effect of teacher nonverbal behavior on the social, emotional, and psychological climate in the classroom. A code sheet of symbols for the use of the observer in checking facial expressions, eye movements, head movements indicating approval or disapproval, avoidance behavior, mannerisms, gestures, and nonverbal control movements is included in this document with instructions on its use. The instrument is designed primarily for the use of the teacher in evaluating his or her behavior patterns. (JD)

ED 163 002 SP 013 404

*Cooper, Shirley Howard*

**The Process of Change in Curriculum.**

Pub Date-Nov 78
Note-18p.; Paper presented at National Association for Sport and Physical Education Symposium (St. Louis, Missouri, November 4-6, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Behavior Change, Change Agents, *Change Strategies, *Decision Making, *Educational Innovation, *Group Discussion, Group Dynamics, *Organizational Change, Problem Solving

Approaches to organizational change are examined, and the means for overcoming resistance to change are suggested. Seven models of change commonly used are identified as: (1) decree; (2) replacement of personnel; (3) structural reorganization; (4) group agreement; (5) data discussion; (6) group problem solving; and (7) T group. The sixth change model (group problem solving) examined in detail as the one model that minimized individual istanresistance to change and puts the power to direct and control the change in the hands of the people who are expected to change. While the desired outcome is determined by those in authority, the participants are actively involved in bringing about change with this method of decision making. The involvement of each person in diagnosis of the problem, generation of alternative solutions, and selection of a solution are essential ingredients of the model and simultaneously reduce personal resistance. (JD)

ED 163 003 SP 013 405

*Jenkins, Ken*

**Critical Issues in Centering: A Position Paper.**

Pub Date-78
Note-19p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Educational Finance, Educational Legislation, *Educational Objectives, Effective Teaching, *Governance, Government Role, Higher Education, Inservice Teacher Education, *Needs Assessment, *Program Evaluation, *Teacher Centers

Basic issues about teacher centers are defined and clarified. The following nine issues are discussed and analyzed for possible solutions to problems: (1) the definition of the concept of what a teacher center is; (2) for whom does a teacher center operate; (3) by whom and how should a teacher center be governed; (4) what are the primary goals of a teacher center; (5) how should a teacher center be financed; (6) how are the needs of a teacher center best determined; (7) what role should government, local education agencies, and institutions of higher education play in a teacher center; (8) what is the best way to evaluate the effectiveness of a teacher center; and (9) in what ways can it be determined that a teacher center is ultimately beneficial not only to the teacher but to the public school student. (JD)

ED 163 004 SP 013 406

*Silvestro, John R.*

**Use of Video-Cassette Summaries of Childhood in Teaching Developmental Psychology.**

Pub Date-29 Aug 78
Note-9p.; Paper prepared for the American Psychological Association Annual Convention (Toronto, Canada, August 29, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Developmental Psychology, *Educational Experiments, Higher Education, Instructional Improvement, Instructional Media, *Observational Learning, Research Projects, *Undergraduate Students, *Videotape Recordings

A series of five video-cassettes showing children from ages three to eight years was developed for use in an undergraduate developmental psychology course. Each cassette was viewed on an optional basis, with extra credit toward student's final grade awarded for viewing. Study guides accompanied each cassette. An evaluation of the effectiveness of the video-cassette system suggested positive results in terms of overall participation, perceived quality of the cassettes, and value in improving understanding of the course. The elective nature of the cassette program was preferred. (Author)

*Apelman, Maja And Others*
**Teacher Centers and Advisory Work. A Panel Discussion.**
National Foundation for the Improvement of Education, Washington, D.C. Teacher Center Project.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-78
Contract-400-77-0093
Note-30p.
Available from-Instruction and Professional Development Service, NEA, 1201 16th Street, N.W., Washington, D.C. 20036 (Free)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Elementary Education, *Faculty Advisors, *Helping Relationship, Inservice Teacher Education, *Peer Counseling, *Teacher Centers, Teacher Improvement, Teacher Workshops

Highlights of a panel discussion on advisory work and how it relates to teacher centers and inservice education programs are contained in this transcript. The role of an advisor in a teacher center is to act as a helper, counselor, confidant, and supportive professional to teachers who seek their services. An important function of the advisor is to provide linkage between the theory of inservice study and the realistic world of school teaching. Advisors are, as a rule, individuals with special talents and experience in the classroom. This panel discussion focuses on the relationship between teachers and advisors, methods of operating, and typical problems in the classroom and ways of solving those problems. (JD)

ED 163 006 SP 013 423

*Ditosto, Evelyn, Ed. Huddle, Eugene, Ed.*

**Alternative Programs in Teacher Education.**

Association of Teacher Educators, Washington, D.C.

Pub Date-Feb 77

Note-207p.; Speeches presented at national meeting, Association of Teacher Educators (Atlanta, Georgia, February, 1977)

**EDRS Price MF-$0.83 HC-$11.37 Plus Postage.**

Descriptors-Adult Education, *Educational Alternatives, Educational Finance, *Educational Objectives, Educational Research, Educational Theories, *Evaluation Criteria, Futures (of Society), *Professional Education, Racial Segregation, *Social Change, Teacher Education, *Teacher Educators

Practices and patterns in teacher education were explored at this meeting. Speeches are reprinted in this report on the following subjects: (1) the nature of educational alternatives; (2) the need for quality education for children of every race; (3) training programs designed for a varied group of professionals within a community of service-related professionals; (4) the importance of theory and practice in teacher education with emphasis upon the kinds of theory and their implications; (5) the issues of research, evaluation, and the knowledge base in teacher education; and (6) possible components of instructional settings in the future and the training of teachers for these situations. (JD)

*Main, John, Ed.*
**Prejudice: Teacher's Manual. Value Reasoning Series.**
Ontario Inst. for Studies in Education, Toronto.
Pub Date-78
Note-31p.; For related document, see SP 013 425
Available from-The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($3.25)
**Document Not Available from EDRS.**
Descriptors-Bias, *Ethical Instruction, Ethnic Groups, Foreign Countries, Moral Development, *Moral Values, *Racial Discrimination, Racism, Social Values, *Stereotypes
Identifiers-Canada

This curriculum unit consists of various student readings and activities on the topic of prejudice. The focus is upon prejudice as it relates to various ethnic groups in North America, to anti-Semitism as a national policy in Nazi Germany, and to immigration policy. It is divided into six episodes, each of which focuses upon the teaching of a particular component of moral reasoning. Each episode contains various readings and activities. The objectives of each unit are outlined for the use of the teacher of this subject. (Editor/JD)

ED 163 008 SP 013 425

*Main, John, Ed.*
**Prejudice (Student Book). Value Reasoning Series.**
Ontario Inst. for Studies in Education, Toronto.
Pub Date-78
Note-43p.; For related document, see SP 013 424
Available from-The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($2.50)
**Document Not Available from EDRS.**
Descriptors-*Ethical Instruction, Ethnic Groups, Foreign Countries, Moral Development, *Moral Values, *Racial Discrimination, Racism, Social Values
Identifiers-Canada

This curriculum unit consists of various student readings and activities on the topic of prejudice. The focus is upon prejudice as it relates to various ethnic groups in North America, to anti-Semitism as a national policy in Nazi Germany, and to immigration policy. It is divided into six episodes, each of which focuses upon the teaching of a particular component of moral reasoning. In this student handbook activities are presented in which moral problems are presented that require a value judgment and justification of that judgment. Articles and short stories are reprinted each calling for a moral judgment and analysis on the part of the student. (Editor/JD)

*Shneidman, N. Norman*
**The Soviet Road to Olympus. Theory and Practice of Soviet Physical Culture and Sport. Occasional Papers/10.**
Ontario Inst. for Studies in Education, Toronto.
Pub Date-78
Note-180p.
Available from-The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($9.95)
**Document Not Available from EDRS.**
Descriptors-Athletic Programs, *Athletics, Communism, Foreign Countries, *Foreign Culture, *Organization, *Physical Education, Physical Fitness, Physical Recreation Programs, *Social Structure, *Social Values, Sociocultural Patterns, Training
Identifiers-*USSR

Serving as an introduction to Soviet physical education which endeavors to give a concise outline of the organizational structure and the theoretical foundatons of Soviet sport, this book attempts to discuss Soviet physical education in relation to Soviet education and culture generally and to examine critically the practical applications of the theoretical premises of Soviet physical culture. The material in the book is organized in a manner relating to the Russian past and to contemporary problems of Soviet society. Following the introduction, chapter two illustrates the connection of physical culture with other aspects of Soviet education. Chapter three relates the existing situation to the Russian and Soviet past. Chapters four to six deal with different aspects of the system, structure, and operation of Soviet organized athletics, while the last two chapters discuss the theoretical premises of athletic training in the Soviet Union. Conclusions are offered, and appendices provide basic programming material, program descriptions and course outlines, lists of publications and national leagues in soccer and ice hockey, and a selected bibliography. (DS)

ED 163 010 SP 013 427

*Lydon, Mary C. Cheffers, John T. F.*

**The Effect of Variable Decision-Making Teaching Models on Elementary Age Children: Measures of Body Coordination and Self-Concept.**

Pub Date-78
Note-10p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Achievement, *Decision Making, Elementary Education, Learning Processes, *Perceptual Motor Learning, *Physical Education, *Self Concept, *Skill Development, Teacher Behavior, Teaching Methods, *Teaching Models

Questions relating to decision making and its relatonship to body coordination and self-concept in the elementary school child are investigated in this study. The independent variable of teacher behavior was manipulated in order to provide two related learning environments. One, termed Vertical Teaching, required the teacher to retain all of the decision making authority and responsibility. In the other, termed Horizontal Teaching, some of the teacher's decision making authority and responsibility was shared with the students. The skill areas in which students participated were identical, and included movement exploraton activities; gymnastic activities were emphasized. Results of this research supported the thesis that giving students a voice in determining their learning activities during physical education does not result in a decrement in body coordination. Students exposed to the Horizontal Teaching Model did achieve the level of skill development achieved by students exposed to the Vertical Teaching Model. There was no difference in self-concept between the experimental groups. Results indicate that learners can be given some dicision making responsibility within the physical education learning environment and, at the same time, maintain an adequate level of achievement. (JD)

ED 163 011 SP 013 430

*Razor, Jack E.*

**Encountering for Learning.**

Pub Date-6 Nov 78

Note-15p.; Paper presented at Encounters for Progress Curriculum Academy, The National Association for Sport and Physical Education (St. Louis,. Missouri, November 6, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Cooperation, *Curriculum Development, *Educational Change, Educational Innovation, *Educational Objectives, Educational Practice, Educational Theories, *Formative Evaluation, *Physical Education, *Program Development

It is a necessity that physical education programs and curriculum respond to changes in society, and a further necessity that visible and innovative programs be developed which may be used as models by various schools for purposes of emulation, modification, and evaluation. It is the responsibility of those in higher education with special interests and expertise in curriculum to provide direction and leadership, and many higher education institutions are shifting emphasis from research and development to dissemination and school improvement activities. Desirable innovation will depend, however, on levels of cooperation between professionals; change in the curriculum should occur by design rather than by chance, and on the basis of need and interest rather than mandate. Knowledge utilization must be the essence of any curriculum innovations. (DS)

*Ryan, Michael P.*
**The Impact of Mental Manipulations on Cognitive Structures.**
Educational Testing Service, Princeton, N.J.
Report No.-ETS-RM-76-5
Pub Date-May 76
Note-16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, New York, April, 1976)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Cognitive Processes, Higher Education, *Learning Processes, *Learning Theories, Multidimensional Scaling, Thought Processes, Undergraduate Students
Identifiers-*Accomodation Theory, Assimilation, Piagetian Theory

An hypothesis concerning a definition of the concepts assimilation and accommodation was tested. Both assimilation and accommodation were hypothesized to be processes that produce changes in cognitive structures internal representations used to organize behavior. The hypothesis is that, in contrast to assimilation, the changes in structure caused by accomodation are only partially reversible. The experiment was a multidimensional scaling procedure repeated three times to reproduce walking distances between buildings on a familiar college campus. The second time, the students in the assimilation condition estimated distances between additional buildings, whereas the students in the accommodation condition were asked to estimate distances as though an imaginary barrier blocked the middle of the campus. The third time, the students were asked to reproduce their original estimates. The results showed that the accommodation condition had a statistically significant effect on the judgments made on the third trial, thus supporting the hypothesis that accommodation produces changes in cognitive structures that are not fully reversible. (CTM)

ED 163 013 TM 006 666

*Ryan, Michael P.*

**Momentary Forgetting: Entering and Leaving the TOT State.**

Educational Testing Service, Princeton, N.J.

Report No.-ETS-RB-76-15

Pub Date-Jun 76

Note-21p.; Paper presented at the Annual Meeting of the Western Psychological Association (Los Angeles, California, April, 1976); For related document, see TM 006 667

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Cognitive Style, Cues, Higher Education, *Learning Processes, Learning Theories, Mediation Theory, *Memory, *Paired Associate Learning, *Recall (Psychological), Rote Learning, *Word Recognition

Identifiers-*Encoding (Psychological), *Forgetting

People sometimes forget a name or a word, and are plagued by the feeling that the sought-for word is somewhere in memory but not immediately available. The frequent description of this tip-of-the-tongue (TOT) phenomenon as subthreshold memory traces is challenged by data showing that TOT genesis and TOT recovery are distinct processes. In a verbal association learning experiment, one group of undergraduates studied word pairs by elaborating two words into a story or image, while a second group studied word pairs by frequent rapid repetition. The elaborate encoding strategy led to more intense feeling-of-knowing responses for those items that were not immediately recalled during the retrieval session. While encoding strategy is a strong predictor of TOT responses in paired-associate forgetting as compared to several estimates of response strength, neither factor influences the order in which hints cue retrieval. It is concluded that TOT's represent a failure of decoding processes in mediated retrieval. (Author/CTM)

ED 163 014 TM 006 667

*Ryan, Michael P.*

**The Tip-Of-The-Tongue Phenomenon: A Decoding Failure Account.**

Educational Testing Service, Princeton, N.J.
Report No.-ETS-RB-75-34
Pub Date-Sep 75
Note-22p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, September, 1975); For related document, see TM 006 666

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Cognitive Style, Higher Education, *Learning Processes, *Learning Theories, Mediation Theory, *Memory, Paired Associate Learning, *Recall (Psychological), *Word Recognition
Identifiers-*Encoding (Psychological), *Forgetting

It sometimes happens that one is unable to recall a word or name that he feels he knows very well. This state of frustrated recall is referred to as a tip-of-the-tongue (TOT) experience. Two experiments were devised to compare the ability of a weak trace and a decoding-failure model to predict the conditions under which TOT reports would be most likely. A weak trace model asserts that TOTs will be more frequent when there is partial retrieval of the forgotten information or when easy items and good recallers are tested. A decoding failure model predicts instead that the TOT state represents the accessing of an undecodable retrieval plan and is more likely to occur for materials encoded by elaboration strategies than by rehearsal strategies. Analysis of feeling-of-knowing ratings and recall performance for elements in word matrices and for paired associates revealed that TOTs are more likely to be reported for elaboratively encoded stimuli and that this effect cannot be attributed to the increase in trace strength typically afforded by mnemonic strategies. These data suggest that it is the failure to decode an elaborated retrieval plan that generates the TOT experience. (Author)

ED 163 015 TM 006 675

*Wilson, Kenneth M.*

**The Contribution of Measures of Aptitude (SAT) and Achievement (CEEB Achievement Average), Respectively, in Forecasting College Grades in Several Liberal Arts Colleges.**

Educational Testing Service, Princeton, N.J.
Report No.-ETS-RB-74-36
Pub Date-Aug 74
Note-25p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Achievement Tests, Aptitude Tests, *College Entrance Examinations, *College Freshmen, Females, Grade Point Average, *Grade Prediction, Higher Education, *Predictive Validity, Predictor Variables, Suppressor Variables, *Test Validity
Identifiers-*Scholastic Aptitude Test

This paper presents evidence bearing on the predictive validity of the College Board (CEEB) Achievement Average defined as the arithmetic mean of all Achievement Test scores included on a candidate's CEEB Admissions Testing Program score report and now routinely reported to colleges for women students in several liberal arts colleges. The findings reviewed are consistent with those reported earlier by Schrader that the CEEB Achievement Tests contributed modestly to improvement of predictive effectiveness over that provided by the Scholastic Aptitude Test (SAT) and the high school record. In the studies reviewed, there was a tendency for the SAT scores (particularly the SAT-Mathematics score) to operate, in effect, as suppressor variables when included in a battery with the CEEB Achievement Average. It would appear not only that the CEEB Achievement Average tends to be a more valid predictor of college grades than the SAT in the settings studied, but also that this composite contains all the SAT-type information that is useful for such prediction i.e., that the SAT scores become redundant after taking into account information provided by the CEEB Achievement Average, with its substantial SAT-type components. Questions are raised regarding the extent to which candidate freedom of choice in test selection is a factor which contributes to the predictive effectiveness of the CEEB Achievement Average. (Author/CTM)

ED 163 016 TM 006 676

*Wilson, Kenneth M.*
**The Validity of A Measure of ''Academic Motivation'' for Forecasting Freshman Achievement at Seven Liberal Arts Colleges.**

Educational Testing Service, Princeton, N.J.
Report No.-ETS-RB-74-29
Pub Date-Jul 74
Note-24p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Achievement Tests, Aptitude Tests, *College Entrance Examinations, *College Freshmen, Grade Point Average, *Grade Prediction, Higher Education, *Motivation, *Predictive Validity, Predictor Variables, Questionnaires, Self Evaluation, Student Characteristics, *Student Motivation
Identifiers-*Personal Values Inventory (Schlesser and Finger), Scholastic Aptitude Test

Seven liberal arts colleges participated in exploratory studies designed to determine the predictive value vis-a-vis freshman grades of scores from a 208-item, self-report inventory, the Personal Values Inventory (PVI). The PVI was developed to yield scores relatively independent of traditional measures of scholastic aptitude but at the same time related to academic performance in schools and colleges. Scores from several PVI scales, particularly that labelled Persistence, were moderately correlated with Freshman Average Grade in every college. The PVI scale-scores studied were relatively independent of Scholastic Aptitude Test (SAT) scores. Predictions of Freshman Average Grade based on a battery which included PVI scale-scores along with four academic predictors (SAT-Verbal, SAT-Mathematics, class rank, and the average of College Board Achievement scores) were more closely related to Freshman Grades than predictions based only on the four academic predictors. (Author/CTM)

ED 163 017 TM 007 254

*Childs, Roy*
**Item Banking. Basic Testing Series.**
National Foundation for Education Research in England and Wales
Publishing Co., Windsor, Berkshire, (England).
Note-14p.; Contains occasional small print
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Achievement Tests, Foreign Countries, Item Analysis, *Item Banks, Item Sampling, Secondary Education, *Test Items
Identifiers-Great Britain, *Rasch Model, Rasch Scaled Scores

This pamphlet describes the exciting potential of item banking a new approach to testing which combines both comparability of scores with flexibility of test format. Item banks are collections of items where the characteristics of each item is known and these characteristics can be summated to described a test made from such items. The principle behind the calibration of such items is explained in relation to the Rasch model. The use of item banks provides more flexible and appropriate tests than traditional standardized tests. Although in theory the Rasch model suggests exciting possibilities for the future of achievement testing, there are still some practical problems to be solved. (Author/CTM)

ED 163 018 TM 007 313

*Cook, Linda L. Hambleton, Ronald K.*

**Application of Latent Trait Models to the Development of Norm-Referenced and Criterion-Referenced Tests.**

Pub Date- Mar 78
Note-25p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Complexity Level, Criterion Referenced Tests, *Item Analysis, *Mathematical Models, Norm Referenced Tests, *Test Construction, Test Items, Test Reliability
Identifiers-Birnbaum 3 Parameter Logistic Model, Classical Test Theory, *Item Characteristic Curve Theory, Item Discrimination (Tests), *Latent Trait Theory, Test Theory

Latent trait models may offer considerable potential for the improvement of educational measurement practices, but until recently, they have received only limited attention from measurement specialists. This paper provides a brief introduction to latent trait models, and provides test practitioners with a non-technical introduction to the development of norm-referenced and criterion-referenced tests using latent trait models. Distinctions between standard test development procedures and test development procedures utilizing latent trait models are drawn. (Author/CTM)

ED 163 019 TM 007 422

*Green, David And Others*

**A Study of Dissemination and Diffusion of R&D Products in Two Teacher Training Networks: Individually Guided Education and Florida Teacher Centers.**

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Basic Skills Group. Learning Div.

Pub Date-Dec 76

Contract-400-76-0046

Note-102p.

**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**

Descriptors-Administrator Role, Diffusion, Evaluation Methods, *Feasibility Studies, *Formative Evaluation, Higher Education, *Information Dissemination, *Networks, Participant Characteristics, Participant Involvement, Questionnaires, Teacher Centers, *Teacher Workshops, *Training Objectives

Identifiers-Individually Guided Education

One-week workshops for Preparing Educational Training Constultants: Skills Training (I) (PETC-I) were given to members of two teacher training networks: the Florida Teacher Education Centers (TEC's) and the Midwest Institute for Individually Guided Instruction (IGE). PETC-I is an instructional system which can be used for trainers in existing agencies who wish to adopt this system for their inservice efforts; that is, disseminate the training to their clients. The evaluation study reported here had two main objectives first to judge the feasibility of the strategy based upon its initial implementation; and secondly, to understand the factors influencing the feasibility of this strategy. The first objective addressed three main questions Can the approach be generalized to other networks? What are the major needs, problems and opportunities in collaborative efforts such as these? How has the dissemination spread beyond workshop participants to network clients and schools? Answers were collected by: (1) review of written documentation; (2) interviews with workshop trainers and developers; (3) questionnaires completed by the directors of the networks; and (4) followup interviews with the directors. The second objective of this evaluation concerned the characteristics of the training and the success of the PETC-I workshop as a training entity. Data were collected from interviews with senior trainers, from a workshop evaluator-observer, and from a post-workshop questionnaire administered to the participants. Two crucial and somewhat interrelated factors determined the success of the training dissemination network directors who had themselves participated in the PETC-I training were more likely to commit their networks to conducting their own workshops. (CP)

*Peterson, Kenneth Yaakobi, Duba*
**Peterson-Yaakobi Q-Sort Manual.**
Pub Date-78
Note-21p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Computer Programs, *Q Sort, Secondary Education, *Self Concept, *Self Concept Tests, Self Evaluation, Student Attitudes, Student Behavior, *Student Evaluation, Teacher Attitudes, Teacher Behavior, *Teacher Evaluation, Test Interpretation
Identifiers-*Test Manuals

The Peterson-Yaakobi Q-Sorts (PYQS) were developed to provide a simple, effective, easily scored self-concept test which is role specific, is an alternative to paper-pencil inventories or questionnaires, and does not require external inference or norms. This manual describes two double Q-sorts. This first PYQS is for classroom and student teachers in public schools, and the second is for secondary school science students. A double Q-sort is one in which two sets of items are sorted on different criteria, followed by a comparison of the ordering between the sets. The PYQS use behavior statements printed on computer cards, which enables the completed sorts to be computer read, scored and analyzed quickly. Directions for administering, scoring, and interpreting the Q-sorts are included. Self-concept scores are indicated by the correlation coefficient calculated between the ideal and actual sorts. The measures are derived from rankings of statements which describe actual behavior. Sort items and computer program printouts are appended. (Author/JAC)

ED 163 021 TM 007 507

*Williams, John E. And Others*

**Sex Stereotype Measure II and Sex Attitude Measure. General Information and Manual of Directions.**

Pub Date-Jun 76
Note-27p.; Page 27 marginally legible due to light print
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Attitude Tests, *Childhood Attitudes, Elementary Education, Females, Males, Norms, Sex Discrimination, *Sex Role, *Sex Stereotypes
Identifiers-*Sex Attitude Measure, *Sex Stereotype Measure II, Test Manuals

The Sex Stereotype Measure (SSM II) measures children's knowledge of adult-defined, conventional, sex-trait stereotypes while the Sex Attitude Measure (SAM) measures children's attitudes or evaluative bias toward male and female persons, independent of their stereotype knowledge. Both procedures employ two or three sentence stories and human figure silhouettes, and may be individually administered to younger children and group administered to older ones. Both yield separate male and female scores as well as a composite stereotype score. The SSM II stories are designed to represent traits which adults define as descriptive of the male and female stereotypes. The procedure is composed of 32 stories created to represent the adjectives, or groups of adjectives from the Adjective Check List which college students identified as more descriptive of either males or females. The SAM stories employ positive and negative evaluative adjectives which were originally derived from the evaluation dimension of the semantic differential and have been shown to be effective in measuring children's attitudes. The 24 SAM adjectives are derived from the Preschool Racial Attitude Measure II and the Color Meaning Test II. This manual contains directions for ordering, administering, and scoring both tests, and normative data. The SSM and SAM stories are included, along with a bibliography on their development and use. (CP)

ED 163 022 TM 007 662

**Report on the Data Collection Activities of the First Follow-Up. The National Longitudinal Study of the High School Class of 1972.**

Research Triangle Inst., Durham, N.C.

Report No.-RTI-22U-884

Pub Date-Feb 74

Note-156p.; Appendices may not reproduce well due to marginal legibility of original ; Reproduced from best copy available

**EDRS Price MF-$0.83 HC-$8.69 Plus Postage.**

Descriptors-*Biographical Inventories, Data Analysis, *Data Collection, *Followup Studies, Graduate Surveys, High School Graduates, Longitudinal Studies, National Surveys, Postsecondary Education, *Questionnaires, Senior High Schools

Identifiers-*National Longitudinal Study Followup Questionnaire, *National Longitudinal Study High School Class 1972

This is a report on the data collection activities of the National Longitudinal Study of the High School Class of 1972(NLS). This phase of the operation involved the first follow-up contact with the 22,654 seniors selected for participation in this study. The fieldwork for the first follow-up was scheduled between July 1973 and January 1974; it included the mailout of a newsletter to all members of the sample, tracing activities for those individuals whose newsletters were returned by the post office as undeliverable, questionnaire mailouts, postcard, and mailgram and telephone follow-up contacts with non-respondents. Another study was conducted with a sub-set of the sample members in order to compare the effect of air mail and certified mail questionnaires, postcards, mailgrams, and telephone calls on the response rate. Activities currently underway include editing and coding of all returned questionnaires. The following recommendations were made to increase response rate of future follow-up surveys: (1) use the credit bureau as a tracing aid; (2) ask parents to forward NLS items to children away from home; (3) send the initial questionnaire by certified mail; and (4) use mailgrams extensively. The appendix consists of the newsletter, the First Followup Questionnaire, Forms A and B, and the various mailout items. (Author/CP)

ED 163 023 TM 007 664

**Supporting Statement for the Survey Instrumentation of the Second Follow-Up Survey for the High School Class of 1972.**

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
Report No.-RTI-22U-884
Pub Date-7 Aug 74
Note-178p.; Reproduced from best copy available
**EDRS Price MF-$0.83 HC-$10.03 Plus Postage.**
Descriptors-Biographical Inventories, Data Analysis, *Data Collection, Data Processing, *Followup Studies, Graduate Surveys, High School Graduates, Item Analysis, Longitudinal Studies, *National Surveys, Postsecondary Education, *Questionnaires, Research Methodology, Senior High Schools, Test Construction, *Testing
Identifiers-*National Longitudinal Study Followup Questionnaire, *National Longitudinal Study High School Class 1972

This document supports the survey questionnaire to be administered to a sample of over 22,000 young adults in the second follow-up of the National Longitudinal Study of the High School Class of 1972. Data collection activities were scheduled to start in October 1974 and be completed by March 1975. The field test of the survey questionnaire, techniques for handling non-response, the contractor's role, and the need for maintaining data confidentiality are discussed. Subsequent sections of the report discuss publication plans, basic tabulations and analytical models, time schedules, consultations outside the sponsoring agency, and average time required to complete the questionnaire. The appendix contains a detailed account of the field test, and recommendations for the full-scale second follow-up survey. Subjects in the field test were 903 young people representing a probability sample of seniors from the high school class of 1971. Analysis of the field test data focused on four major concerns: (1) instrument response; (2) item response; (3) skip pattern errors; and (4) composite measure analysis. The questionnaires used for the field test and for the second follow-up, and various correspondence are also included. (CP)

ED 163 024 TM 007 732

*Roid, Gale Finn, Patrick*

**Algorithms for Developing Test Questions from Sentences in Instructional Materials. Interim Report, January-September 1977.**

Navy Personnel Research and Development Center, San Diego, Calif.
Spons Agency-Advanced Research Projects Agency (DOD), Washington, D.C.
Report No.-NPRDC-TR-78-23
Pub Date-Jun 78
Contract-MDA-903-77-C-0189
Note-30p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Algorithms, *Complexity Level, Criterion Referenced Tests, Form Classes (Languages), Higher Education, Item Analysis, *Multiple Choice Tests, *Test Construction, *Test Items, Test Reliability, Test Validity
Identifiers-Item Discrimination (Tests)

The feasibility of generating multiple-choice test questions by transforming sentences from prose instructional materials was examined. A computer-based algorithm was used to analyze prose subject matter and to identify high-information words. Sentences containing selected words were then transformed into multiple-choice items by four writers who generated foils or question alternatives informally and by an algorithmic method. Items were organized into tests and administered to college students before and after they had studied instructional materials. Results indicated that this item-writing technique was feasible, and that algorithmic methods of generating foils produce items of reasonably good quality. (Author/CTM)

ED 163 025 TM 007 810

*Karweit, Nancy L. And Others*
**Examining the Credibility of Offsetting Contextual Effects. Report No. 250.**
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-May 78
Contract-NIE-G-78-0110
Note-39p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Analysis of Covariance, *Data Analysis, *Educational Research, *High School Role, Institutional Characteristics, Models, Multiple Regression Analysis, *Research Design, *Research Methodology, Research Problems, Senior High Schools
Identifiers-*Multicollinearity

A strategy is proposed for dealing with educational research problems, using as an example a study based on data that had already been collected and using that data to discover how differences in school characteristics may result in differences in their students. The research method is based on concepts of analysis of covariance and is concerned with three levels of effects: (1) compositional effects due to initial differences in input variables; (2) contextual effects that have the same effect on all members of a single group; and (3) structural effects that correspond to unequal slopes in regression lines. Three relevant theoretical perspectives are: the small group perspective, interpersonal attraction theories, and the ecological or resource distribution tradition. Interaction effects may provide real clues about actual school differences. The research should begin with a comprehensive structure, and at least two plausible versions of that structure should be proposed with significantly different parameter values. Then the various proposed structures should be compared against the available data and a sensitivity analysis should be conducted to determine whether the data support any one of the structures. (CTM)

ED 163 026 TM 007 844

*Wong, Shirley M.*

**A Measurement of the Basic Consumer-Related Mathematical Competency of Urban Grade 12 Students. Report No. 78:20.**

Educational Research Inst. of British Columbia, Vancouver.

Pub Date-15 Jun 78

Grant-ERIBC-DG-154

Note-24p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Arithmetic, *Basic Skills, *Consumer Education, Foreign Countries, Item Analysis, *Mathematics, *National Competency Tests, Senior High Schools, Testing Programs, Urban Schools

Identifiers-British Columbia (Vancouver), Canada

Canadian students on the verge of completing their secondary education were tested to determine their proficiency in solving consumer-related mathematics problems that might be frequently encountered in their post-secondary everyday life. Their proficiency was rated as very good in basic computation and use of tables; satisfactory in comparison pricing; weak in percentages; and very weak in calculation of gross pay using a time card, and reconciliation of checkbook and bank statement. Although these findings indicate greater proficiency than was reported by the National Assessment of Educational Progress in the United States in 1972-1973, and the Learning Assessment Program in Mathematics in British Columbia in 1977, the author indicates that a higher level of proficiency might have been expected when over 80% of the students surveyed had completed eleven years of mathematics instruction. Placing more emphasis on the teaching of personal finance skills is recommended. (Author/CTM)

*Harlan, Hugh A. And Others*

**Nebraska Assessment Battery of Essential Learning Skills (N-ABELS). Administrative Manual.**

Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services.

Pub Date-Oct 77
Note-80p.; For related documents, see TM 007 165 and 166
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-*Basic Skills, Educational Assessment, Elementary Education, *Mastery Tests, Minimum Competency Testing, *Performance Based Education, *State Programs, *Testing Programs, Test Interpretation, Vocabulary Development, Word Lists
Identifiers-Nebraska, *Nebraska Assessment Battery Essential Learn Skills, *Test Manuals

The Nebraska Assessment Battery of Essential Learning Skills (N-ABELS) is a goal-oriented instrument with an evaluation component providing a basis for determining acquisition of twelve skills defined as learning goals. Each goal is stated in terms of an acceptable performance standard which clearly describes what the student must do. The skills included are reading (decoding an oral passage); writing from dictation (encoding); spelling; mathematics, including basic computation with whole numbers and decimal fractions; map reading; and three information retrieval skills involving the dictionary, encyclopedia, and card catalog. There is no relationship between skill mastery and grade level, but most skills should have been introduced by grade 5. Mastery is defined as errorless performance; therefore N-ABELS differs from standardized achievement tests since the latter are norm referenced to scores of other students at the same grade or age. Although N-ABELS is a marked departure from most school testing programs, it is easily understood by the public. An accountability base is thereby established. The administrative manual identifies the criteria for the selection of N-ABELS skills and the assumptions underlying the battery. General directions for administering including ordering, preparing students and parents, determining mastery, and modifying for special students or local needs. Each skill section has its own directions for administering and determining mastery, sample exercises, and answer key. Concluding the manual is the 2,000-word N-ABELS Vocabulary, a consolidation of six standard vocabulary lists. The N-ABELS Vocabulary forms the basis of the reading, writing, and spelling exercises. A grade level list shows the level at which the words are first introduced in elementary school textbooks. (Author/CP)

ED 163 028 TM 007 952

*Gray, William M.*

**Standardized Tests Based on Developmental Theory.**

Pub Date-Mar 78

Note-48p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Cognitive Development, *Cognitive Tests, *Developmental Stages, Error Patterns, Logical Thinking, Problem Solving, Secondary Education, Standardized Tests, *Test Construction, Testing Problems

Identifiers-*Piagetian Tests, Piagetian Theory

The concepts of cognitive development and objectivity are explored preparatory to a discussion of a suitable theory of development to be used as the foundation for developmentally-based standardized tests. It is hypothesized that Piagetian theory is the most appropriate basis for such tests and two possible approaches for constructing Piagetian-based standardized instruments are presented. It is concluded that since the logical operations approach eliminates two of the three disadvantages of the content conversion approach, it is a more viable means of attacking the problem. A discussion of item construction, scoring and interpretation, validation, and the effects of the use of a Piagetian-based standardized test follow. Examples are given of items in which it is possible to analyze error patterns in order to observe qualitative developmental changes. Emphasis is on the change from concrete to formal operations. Items are derived from Piaget's work by using his scheme of logical operations rather than merely converting the content to a test format. The validity of scores is checked through evaluation of the child's explanation of his responses, the most mature responses exhibiting stable and generalized concept formation. Implications for teacher education and curriculum planning are suggested. (Author/CTM)

**Field Dependence-Independence and Psychological Differentiation. Bibliography with Index. Supplement No. 3.**

Educational Testing Service, Princeton, N.J.
Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md.
Report No.-ETS-RB-78-8
Pub Date-Aug 78
Grant-MH-21989
Note-125p.; For related documents, see ED 087 790, 103 459, and 144 946
Available from-Educational Testing Service, Princeton, New Jersey 08541 ($0.85 ea., plus processing charge of $1.75)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Bibliographies, *Cognitive Style, Cognitive Tests, *Indexes (Locaters), Individual Characteristics, *Individual Differences, Literature Reviews, Perception, Performance Factors, *Predictor Variables, Psychological Studies, Psychological Tests
Identifiers-*Field Dependence Independence, *Pscyhological Differentiation

This is the third supplement to the bibliography on field dependence-independence and psychological differentiation. The original bibliography was published in 1973, the first supplement in 1974, and the second supplement in 1976. Listed in the present bibliography are reports which appeared between September 15, 1976 and July 1, 1978. Also listed are reports that appeared earlier but which had not been included in the three previous bibliographies. Criteria for including articles are given in the introduction to the original bibliography. References in the present bibliography are listed alphabetically; they are numbered consecutively, starting where the second supplement left off. With each reference which reports an empirical study there are descriptors of the subject population and of the test of field dependence-independence and psychological differentiation used in the study. An explanation of each is given in the introduction to the original bibliography. The index follows the bibliography. The classificatory scheme used in composing the index is also explained in the introduction to the original bibliography. A section, Unindexed References,'' which follows the index, lists reports which were not yet available for indexing. (Author/CTM)

ED 163 030 TM 008 022

*Jackson, Gregg B.*

**Meta-Research Methodology.**

Pub Date-Feb 78

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Behavioral Science Research, Content Analysis, Critical Reading, *Literature Reviews, *Research Methodology, *Research Problems, *Research Reviews (Publications), *Sampling, Social Science Research, Surveys, Technical Reports

Identifiers-Meta Evaluation

It appears that relatively little thought has been given to the methods for reviewing, synthesizing, and reporting the results of a set of empirical studies on a given substantive topic. The question is raised as to whether the studies that have been reviewed constitute a population or a sample, and if a sample, whether they are representative or biased or random so that inferences can be tested with confidence. The purposes of this study were to: describe the various methods used for specified aspects of reviews and syntheses, determine the frequency of the alternative methods, critically evaluate the strengths and weaknesses of these methods, and suggest ways in which more powerful and valid reviews and syntheses can be done. The primary source of data was a content analysis of a random sample of reviews and of a sample of allegedly exemplary reviews. The author concludes that although such reviews are important to science and social policy-making, many integrative reviews are done less rigorously than is currently possible. This paper and the recent work of Gene Glass suggest several ideas for improving the prevailing methods for reviews. (Author/CTM)

ED 163 031 TM 008 028

*Wanous, Donna S.*

**Comparison of the Factor Structure of Selected Cognitive Abilities in Bilinguals.**

Pub Date-Mar 78
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978) GEO:U.S.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Bilingualism, *Bilingual Students, *Cognitive Ability, Cognitive Tests, *English, *Factor Structure, Intelligence Tests, Junior High Schools, *Language Proficiency, Spanish, *Spanish Speaking, Test Bias, Testing Problems
Identifiers-Guilford (J P)

The organization of nine selected cognitive abilities from Guilford's structure-of-intellect model (SI) was explored in a sample of Spanish-English bilingual students. One hundred and ninety-four seventh and eighth graders were assigned to take a battery of nine cognitive ability tests in Spanish or English. The nine tests measured convergent production of semantic material, convergent production of figural material and divergent production of semantic material. Separate factor analyses for each language version resulted in two different factor structures. The factor structure based on the English test battery yielded a verbal-ability factor, a spatial-ability factor, and a relational-ability factor. The Spanish test battery resulted in a convergent-verbal-spatial ability factor, a divergent-semantic ability factor, and a sequential-reasoning ability factor. Results indicated that the cognitive abilities of bilingual children are multidimensional in structure; that the organization of these abilities is different from that hypothesized by Guilford's model; and that this organization is different when the student is tested in Spanish versus English. Recommendations are made for teachers, researchers, and test authors involved in bilingual education. (Author/JAC)

ED 163 032 TM 008 030

*Lamoureux, Marvin E. Johannsen, Craig*

**Multiple Criteria Development For the Selection of Community College Nursing Program Students.**

Pub Date-6 Nov 77

Note-30p.; Paper presented at the meeting of the Association of Canadian Community Colleges (Edmonton, Alberta, Canada, November 6, 1977) ; Reproduced from best copy available

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Admission Criteria, *Dropout Identification, Foreign Countries, Junior Colleges, *Junior College Students, *Nursing, *Persistence, *Predictive Ability (Testing), *Predictor Variables, Statistical Analysis, Success Factors

Identifiers-Canada

Pre-selection criteria were developed to obtain a profile of student nurses who would compute a community college nursing program, and student nurses who would leave the program prior to completion. The battery consisted of tests and questionnaires based upon cognitive, personality/attitude, vocational preference, and socioeconomic status domains. A student sample was randomly chosen from applicants obtaining acceptable scores on the General Aptitude Test battery and the Nelson-Denny Reading Score test. These candidates were administered the George Washington University Nursing Test, the Strong-Campbell Interest Inventory, the Coopersmith Self-Esteem Inventory, the Cattell 16-PF Personality Test, a measure of attitudes towards the nursing profession and academic success, and a questionnaire covering demographic, community, and adult education background. Using 121 variables and data from 1975 test scores and subsequent records of program completion, a simple correlation of each variable with student persistence/non-persistence was obtained. The correlations were used to select a subset of variables which were significantly correlated with the criterion variable. Discriminant analysis was found to be a valid way to obtain weights for a prediction equation, and its use is recommended for counselors and administrators involved in nursing school admissions. (Author/JAC)

ED 163 033 TM 008 034

*Lawson, E. D.*

**An Easy Semantic Differential Technique: Construction of a Three-Dimensional Model.**

Pub Date-78

Note-67p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (48th, Boston, Massachusetts, April 13-16, 1977); For related document, see EJ 062 954 ; Reproduced from best copy available

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Clinical Diagnosis, *Computer Programs, *Cost Effectiveness, Higher Education, *Models, Program Descriptions, Psychological Testing, *Semantic Differential

Osgood, Suci, and Tannenbaum in their work with the semantic differential developed a technique with which data from an individual could be represented by a three-dimensional model. The model is derived from distance scores based upon profile ratings of concepts such as mother or self, on subscales such as kind-cruel, weak-strong, etc. Osgood identified three main dimensions for meaning (and models) evaluation, potency, and activity which are assumed to be orthogonal. The models are fascinating and useful but involve a great deal of work. This paper describes procedures which yield a good approximate model in 3-5 hours; less time is required with experience. Further, the approximate model can serve as the basis to build the exact model in less time than would have been possible otherwise. The improvements include computer cards which can be used for doing the ratings, FORTRAN computer programs, a special apparatus for use as a frame for building the model, directions, and a template for drawing the model in perspective. Several hundred undergraduate students have completed the models and a few clinical cases have been evaluated. Appendices include administration instructions; sample computer cards, programs, and outputs; and plans for building the model. (Author/CTM)

ED 163 034 TM 008 035

*Fruchter, Dorothy A.*

**An Evaluation Report of the TATTLETOOTH Dental Program (Covering Ongoing Evaluation, 1977-1978).**

Educational Development Corp., Austin, Tex.
Spons Agency-Texas State Dept. of Health Resources, Austin. Bureau of Dental Health.
Pub Date-Aug 78
Note-55p.; Parts marginally legible due to small print and some light type
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Curriculum Evaluation, *Dental Evaluation, *Dental Health, Elementary Secondary Education, *Health Education, Hygiene, *Program Evaluation, *Surveys, *Tables (Data)

The 1977-1978 evaluation of the TATTLETOOTH program included a dental screening of 5,071 school children in 5 counties. A group of 905 of these children were given, in addition, a post-test after receiving the dental education program. A control group of 672 were post-tested without having the program. Teachers were asked their opinions of the program, especially of the assistance of trained dental hygienists. Results of the screening suggest that dental problems are highly prevalent in this sample, and that a preventive program, concentrating on proper cleaning, is needed. The experimental dental evaluation indicates that the TATTLETOOTH dental-educational program is effective in improving cleaning effectiveness, and the teacher questionnaire responses support the involvement of dental hygienists as a valuable component of the program. The results suggest that more effort be made in the future to teach effective cleaning of molars. Extensive data tables are appended. (Author/CTM)

ED 163 035 TM 008 036

*Hymel, Glenn M. Gaines, W. George*
**Emrick's Model as a Basis for Determining an Optimal Criterion Score and a Ratio of Regret in a Mastery Testing Situation.**
Pub Date-28 Mar 78
Note-15p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March 28, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Cost Effectiveness, Criterion Referenced Tests, *Cutting Scores, Item Analysis, *Mastery Tests, Mathematical Models, Test Reliability
Identifiers-*Emrick (John A)

The evaluation model for mastery testing as proposed by Emrick (1971) represents an empirical approach to determining the most appropriate mastery criterion score that should be established in those testing situations which entail decision making relative to the continued progression or possible recycling of students in a given learning sequence. It is suggested in Emrick's model that practitioners and researchers alike are no longer limited to intuitive appeal or field-related precedents as a basis for establishing appropriate mastery score standards. Though not explicitly stated by Emrick, his model can be algebraically rewritten and its facility logically extended to accommodate those situations in which an ex post facto investigation is desired so as to determine the relative cost of decision errors associated with a previously administered mastery test which specified a given criterion score. (Author)

ED 163 036 TM 008 043

*Pine, Steven M. Weiss, David J.*

**A Comparison of the Fairness of Adaptive and Conventional Testing Strategies. Research Report 78-1.**

Minnesota Univ., Minneapolis. Dept. of Psychology.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date-Aug 78

Contract-N00014-76-C-0244

Note-42p.

Available from-Psychometric Methods Program, Department of Psychology, University of Minnesota, 75 East River Road, Minneapolis, Minnesota 55455 (no charge, while supplies last); National Technical Information Service, Springfield, Virginia 22161

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Bayesian Statistics, Comparative Testing, Item Analysis, *Minority Groups, *Occupational Tests, Personnel Selection, Prediction, Simulation, *Test Bias, Test Construction, *Testing, Test Items, *Test Validity

Identifiers-*Computer Assisted Testing, *Tailored Testing

This report examines how selection fairness is influenced by the characteristics of a selection instrument in terms of its distribution of item difficulties, level of item discrimination, degree of item bias, and testing strategy. Computer simulation was used in the administration of either a conventional or Bayesian adaptive ability test to a hypothetical target population consisting of a minority and majority subgroup. Fairness was evaluated by three indices which reflect the degree of differential validity, errors in prediction (Cleary's model), and proportion of applicants exceeding a selection cutoff (Thorndike's model). Major findings are: (1) when used in conjunction with either the Bayesian or conventional test, differential prediction increased fairness and facilitated the interpretation of the fairness indices; (2) the Bayesian adaptive tests were consistently fairer than the conventional tests for all item pools above the alpha .7 discrimination level for tests of more than 30 items; (3) the differential prediction version of the Bayesian adaptive test produced almost perfectly fair performance on all fairness indices at high discrimination levels; and (4) the placement of subgroup prior distribution in the Bayesian adaptive testing procedure can affect test fairness. (Author/CTM)

ED 163 037 TM 008 044

*Richardson, Mary W.*

**Educational Usefulness of the Advanced Placement English Course in New York State.**

Pub Date-78

Note-214p.; Ed.D. Dissertation, University of Sarasota; Appendices marginally legible; Not available in hard copy due to print quality

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Advanced Placement Programs, College Freshmen, College Placement, *Course Evaluation, *English Curriculum, Grade Prediction, *Grades (Scholastic), Higher Education, Predictive Validity, *Predictor Variables, Questionnaires, Secondary Education, Sex Differences, *Success Factors

Identifiers-New York, Preliminary Scholastic Aptitude Test, Scholastic Aptitude Test

This study investigated the value of the Advanced Placement English course in New York State secondary schools, the college performances of former Advanced Placement and Non-Advanced Placement English participants, the best predictor of accelerants' performances in the first college English course, and which predictors, when combined, stabilized the prediction. Data were collected from questionnaires mailed to 100 teachers of Advanced Placement English, 45 registrars and admissions officers, and 580 participants of Advanced Placement and Non-Advanced Placement English. The statistical techniques included the analysis of variance, multiple correlations, regression analysis, and the Chi-square test. The majority of the Advanced Placement students, after taking the Advanced Placement English course, received a competent Advanced Placement English Examination score, and received more A's and B's in the first college English course than those with lower scores. Advanced Placement English participants received higher grades in their first college English course than did Non-participants of comparable ability. The author concludes that the Preliminary and Scholastic Aptitude Test verbal scores were good indicators of placement, but not the best predictors of an accelerant's success in the first English course. (Author/JAC)

ED 163 038 TM 008 045

*Chern, Hermine J. And Others*
Evaluation of Career Education Projects. 1977-1978. Report Philadelphia
School District, Pa. Office of Research and Evaluation.
Pub Date-Sep 78
Note-152p.
**EDRS Price MF-$0.83 HC-$8.69 Plus Postage.**
Descriptors-*Adult Education Programs, *Course Evaluation, Disadvantaged Groups, Educational Assessment, Elementary Secondary Education, Occupational Home Economics, *Program Descriptions, Program Development, *Program Evaluation, Special Education, Trade and Industrial Education, *Vocational Education
Identifiers-Pennsylvania (Philadelphia), Philadelphia School District PA

This document is a compendium of evaluations of 27 federally funded vocational education programs in the school district of Philadelphia, Pennsylvania as of the end of the fiscal year, June 30, 1978. Six projects which were scheduled but not implemented are briefly described. Twenty-four of the implemented projects were concerned directly with

classroom or shop instruction, including three concerned with instruction of out-of-school youth and adults. Five projects were designed to serve the career needs of trainable and educable mentally handicapped students, socially handicapped, and the emotionally disturbed. Several projects emphasized individualized programs. Several projects were able to provide students with direct hands-on experiences. Some administrative problems associated with project implementation are mentioned. (Author/CTM)

ED 163 039 TM 008 047

*Benson, Jeri And Others*

**A Comparison of Three Types of Item Analysis in Test Development Using Classical and Latent Trait Methods.**

Pub Date- Mar 78

Note-52p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March, 1978)

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-Cognitive Tests, Comparative Analysis, *Efficiency, *Factor Analysis, *Item Analysis, Item Banks, Senior High Schools, *Test Construction, Test Items, *Test Reliability, Verbal Ability

Identifiers-*Classical Test Theory, Latent Trait Model, *Rasch Model

The precision and efficiency of a cognitive test constructed by three different methods of item analysis was compared, using the verbal aptitude subtest of the Florida Twelfth Grade Test. Classical item analysis, factor analysis and the Rasch logistic model were used in the construction of 15 and 30 item subtests and replicated for samples of 250, 500, and 995 high school seniors. The study was designed in three phases: (1) item selection: (2) double cross-validation of the selected items: and (3) statistical analyses of the test and item characteristics. The results of the analysis showed that there were no apparent differences in the types of tests produced by the three methods of item analysis with regard to the precision of measurement. However, in terms of test efficiency, the results indicated substantive differences in the tests produced by the three methods of item analysis for students with varying ability levels. (Author/CTM)

ED 163 040 TM 008 056

**Evaluation of the Bilingual (English-Ukrainian) Program 1976-77.**
Edmonton Public Schools, Alberta.
Pub Date-Sep 77
Note-34p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Academic Achievement, *Bilingual Education, Bilingual Students, *English Programs, Foreign Countries, Immersion Programs, *Language Development, Primary Education, Program Attitudes, *Program Evaluation, *Ukrainian, Uncommonly Taught Languages
Identifiers-Alberta (Edmonton), Canada, Edmonton Public Schools Alberta

A partial immersion bilingual (English-Ukrainian) program which included Grades 1 to 3 was examined to determine: (1) the program students' achievement in mathematics, English and Ukrainian; (2) the attitudes of parents and program personnel toward the program; (3) the program students' level of cognitive development; and (4) reasons students left the program. Six tests of cognitive and linguistic development were individually administered to 12 children in regular classes, 12 fluently bilingual program children and 12 nonfluent program children in grades 1 and 3. The performance of the nonfluent bilingual program first and third grade children was similar to that of the regular students on five of the tasks. On the sixth, the Semantic-Phonetic Preference test, the first grade nonfluent bilingual children made fewer semantic choices. The fluently bilingual children in both grades 1 and 3 were better able to analyze ambiguities in sentence structure than either the nonfluent bilinguals or the regular students. On the other five tasks, there was no significant difference between the fluent bilinguals and the other two groups. In general, the majority of the teachers and administrators thought the program objectives were appropriate, considered the program a success, and wished to see it continue. Parent attitudes were also positive. (Author/JAC)

ED 163 041 TM 008 059

*Polemeni, Anthony J.*
**The Politics of Evaluation.**

Pub Date-Mar 78
Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Bias, Educational Assessment, *Evaluation, *Evaluators, *Information Dissemination, *Political Influences, *Research Problems

At one time the major problems faced by an evaluator involved the best way to collect, analyze, and report data. Today, an evaluator's major problems concern responses to the evaluation report by school superintendents, principals, teachers, unions, and parents' groups. An unwillingness to publicize the evaluation results; the failure to consider evaluation results when making program decisions; the suppression of evaluation data if it adversely affects patronage possibilities; the demand for gross over-simplification in reporting evaluation results; an inability or reticence to create new programs, or to alter old ones based upon evaluative data; and the lack of communication between evaluators and field personnel are discussed as problems resulting from the political forces which influence evaluation. The role of laymen, supervisory personnel, project managers, classroom teachers, unions, the media, and parents in the politics of evaluation is outlined. Politically motivated critics of evaluation ignore the mandated necessity of assessment, and sometimes expect that evaluation agencies will be able to provide immediate data upon request. The author maintains that these political factors result in a lack of funding and facilities necessary in the work of a competent evaluator. (JAC)

ED 163 042 TM 008 060

*Merrill, M. David Wood, Norman D.*
**Validation of the Instructional Strategy Diagnostic Profile (ISDP): Empirical Studies. Final Report.**
Navy Personnel Research and Development Center, San Diego, Calif.
Report No.-NPRDC-TR-77-25
Pub Date-Apr 77
Contract-N00123-76-C-0458
Note-65p.
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-*College Curriculum, *Curriculum Development, *Curriculum Evaluation, Evaluation Criteria, *Evaluation Methods, Higher Education, *Instructional Improvement, *Instructional Materials, Performance Factors, Physics Curriculum, Statistics, Teaching Methods

The Instructional Strategy Diagnostic Profile (ISDP) was designed to enable instructional developers and evaluators to predict the effectiveness of, and prescribe improvements for existing instructional materials. Experimental studies were conducted in introductory college statistics and physics classes to validate the ISDP and its accompanying design prescriptions. Two methodologies were used: (1) existing instructional materials were modified, based on a selected prescription resulting from ISDP analysis of those materials, and two or more versions of the materials were compared; and (2) a weak unit of an existing course was identified and modified via several prescriptions resulting from an ISDP analysis. Test performance, affect, confidence, and time were compared for students using the revised materials and students using the original materials. When used to revise existing materials, the ISDP prescriptions produced significant differences only in the second study. Failure to obtain predicted results may have been due to confounding factors in the experimental situations. Other studies have demonstrated that existing materials revised according to ISDP prescriptions can significantly improve student performance, especially if the interaction with the materials can be controlled and the tests can be revised to more adequately measure concept classification and rule-using behavior. (Author/JAC)

*Hardy, Roy*
**Should Jose Be Tested In Spanish?**
Pub Date-Apr 77
Contract-100-76-0136
Note-33p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, New York, April, 1977)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Academic Achievement, Aptitude Tests, Bilingual Students, *Language of Instruction, *Language Proficiency, Language Role, Preschool Education, *Preschool Tests, *Response Style (Tests), Screening Tests, Spanish, *Spanish Speaking, *Test Construction, Testing
Identifiers-Bilingual Syntax Measure, *Circo Assessment Battery

To prepare for the national norming of El Circo (the Spanish-language equivalent of the Circus Assessment Battery) three research questions were posed. First, will the presentation of test instructions in both English and Spanish significantly increase achievement? Second, what level of language competency is necessary for valid use of the various tests on nonlanguage skills in the El Circo battery? Third, how can this competency be assessed? Three El Circo tests, representing low, intermediate, and high requirements for understanding test instructions and responding appropriately were given to 154 Spanish speaking or Spanish surnamed preschoolers. Results indicated both languages should not be used for test instructions because there was no significant difference in achievement between groups assigned to this treatment and groups receiving instruction in the dominant language alone. The influence of language competency increased with the quantity of verbal instructions for the test. Prescreening to identify children with insufficient Spanish to benefit from El Circo was recommended. The Bilingual Syntax Measure and the El Circo Language Check were validated in this study for prescreening. Although parent and teacher assessments were also considered, neither added much to the accuracy of the screening. (CP)

ED 163 044 TM 008 062

**Test Collection Bulletin. A Quarterly Digest of Information on Tests. Vol. 12: Nos. 1, 2, 3, and 4.**

Educational Testing Service, Princeton, N.J. Test Collection.
Pub Date-78
Note-61p.
Available from-Test Collection Bulletin, Educational Testing Service, Princeton, New Jersey 08541 ($2.00)
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Achievement Tests, *Annotated Bibliographies, Aptitude Tests, Attitude Tests, *Bulletins, Perception Tests, Personality Tests, Psychomotor Skills, Questionnaires, Testing Programs, *Test Reviews, *Tests

These quarterly bulletins provide brief annotations of tests recently acquired by the Educational Testing Service Test Collection. The tests are grouped into four categories: (1) achievement; (2) aptitude; (3) personality, interest, attitudes, and opinions; (4) miscellaneous and sensory-motor. Entries of particular interest to those working with children from birth to age nine are designated. Additional information includes a listing of upcoming conventions and conferences, test reviews, new publisher listings, new references, notes, and addresses of organizations and publishers mentioned in these bulletins. A complete index to volume 12 is included. (JAC)

ED 163 045 TM 008 065

**A Compendium of Evaluation and Documentation Forms Currently in Use by State Capacity Building Projects.**

National Testing Service, Inc., Durham, N.C.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 77
Contract-400-76-0166
Note-143p.; Not available in hard copy due to marginal legibility of some parts
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Developmental Programs, Documentation, Educational Programs, Feedback, *Information Dissemination, Information Processing, *Information Services, Information Systems, *Program Evaluation, Questionnaires, *Records (Forms), *State Programs, Technical Assistance
Identifiers-*State Capacity Building Program

By providing access to samples of forms and other evaluation/management documentation, this compendium provides a working tool so that state projects can share methodologies for gathering data and applying it for both summative and formative evaluation purposes. This compendium may also serve to indicate procedural gaps in some projects, or to assist in starting new projects. It is arranged in five sections, as follows: (1) request forms (inquiry records, negotiation forms, and information requests); (2) feedback (satisfaction) forms; (3) linker (field agent) documentation forms; (4) impact or utilization forms; and (5) miscellaneous other documentation forms. Each section begins with a brief analytic overview of the class of materials which is followed by the actual forms and questionnaires which are arranged alphabetically by state. (Author/CTM)

ED 163 046 TM 008 074

*Love, William E., III And Others*

The School For All Ages. Second Year Report. Report Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date-Jan 77

Note-27p.

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Academic Achievement, *Adult Education Programs, *Age Groups, *Cross Age Teaching, Educational Assessment, *Educational Objectives, Elementary Secondary Education, Evaluation Criteria, Grouping (Instructional Purposes), *Intergroup Education, Program Development, *Program Evaluation

Identifiers-Pennsylvania (Philadelphia), Philadelphia School District PA

The School for All Ages project was designed to increase contacts between members of different age groups so that the learning of basic life skills and standard academic content can be promoted through mutual teaching and learning; and to create a cooperative atmosphere in which students function better in groups, help others in the learning situation, and operate dependently, independently or competitively where appropriate. The intended mode of operation was fully implemented. Student grouping provided a variety of cross-age learning experiences. Teachers implemented curricula and techniques to promote cross-age interactions and cooperation. Adult students became part of the regular program and the first group of Life Career Change classroom aides completed their project experiences. The project was successful in: (1) creating individualized curricular plans for adult students; (2) encouraging teacher assistants to pursue career changes; (3) encouraging community involvement; (4) developing an understanding of cross-age learning; (5) providing balanced classroom organization with respect to cooperative, competitive, and individualistic learning; and (6) providing a variety of experiences in which students interact with adults and students of different ages and sex. The project was partially successful in improving standardized reading achievement scores, but was not successful in increasing reading achievement levels or secondary level students. (Author/JAC)

*Donlon, Thomas F.*

**Sex Differences in Test Speededness on the Scholastic Aptitude Test.**

Pub Date-Oct 77

Note-27p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, New York, October 26-28, 1977)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Aptitude Tests, *College Entrance Examinations, Conceptual Tempo, Females, Item Analysis, Males, Performance Factors, *Reaction Time, Response Style (Tests), Senior High Schools, *Sex Differences, Test Results

Identifiers-*Scholastic Aptitude Test

Detailed item analysis results for a form of the Scholastic Aptitude Test were examined for evidence of sex differences in test speededness. The conclusions were: (1) there was no evidence of appreciable differences in rate-of-work on any section of the Scholastic Aptitude Test; (2) there was some evidence that low-scoring females on the mathematical sections work at faster rates than would be anticipated by the data for males or higher-scoring females; and (3) there was some evidence that while the time limits were so generous as to reduce variance in failure to complete, there may have been sizable differences in time to go back over the test; the score implications of this variance are seldom considered. The complexity of speed-power relationships is such that sex differences could possibly exist in a number of ways not considered in this study. Omitting an item, for example, as opposed to not reaching it, is often held to have rate-of-work implications. (Author/JAC)

ED 163 048 TM 008 076

*Bedard, Roger*

**Team Evaluating: An Approach to Item Sampling Implementation in Classroom Evaluation.**

Pub Date-Jun 78

Note-17p.; Paper presented at the First Congress on Education of the Canadian School Trustees' Association (Toronto, Ontario, Canada, June 17-21, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Achievement Tests, *Item Sampling, Learning Processes, *Student Testing, Summative Evaluation, *Test Construction, Test Items

This paper briefly discusses the use of item sampling for student evaluation in a summative evaluation context. Its proposition is that item sampling is a means of achieving better and broader student evaluation because it leaves room for individualized evaluation. Item sampling can be implemented properly by associating it to the concept of item domain. It is suggested that a team of three or more experienced teachers perform item sampling, and that further research is needed. (Author/JAC)

ED 163 049 TM 008 082

*Herr, Gregory Cohen Peter A.*

**Improving College Instruction: The Formative Assessment of College Teaching (FACT).**

Pub Date-30 Aug 78

Note-34p.; Paper presented at the Annual Meeting of the American Psychological Association (81st, Toronto, Ontario, Canada, August 30, 1978)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Effective Teaching, *Evaluation Criteria, *Formative Evaluation, Higher Education, *Rating Scales, *Student Evaluation of Teacher Performance, Teaching Assistants, Test Construction

Identifiers-*Formative Assessment of College Teaching

It is evident that there is an existing need for a process-oriented assessment instrument which can be used to provide instructors with specific diagnostic feedback that can be utilized in the college classroom. The goal of the present study was to develop and validate a multidimensional student rating instrument which would provide such information. The Formative Assessment of College Teaching (FACT) was developed around assumptions which differentiate it from traditional student rating instruments. Eleven a priori scales formed the initial theoretical structure for the FACT. The field test version of the instrument contained 55 items which were rated on a five-point Likert-type scale. The FACT was completed by 777 undergraduate students enrolled in Introductory Psychology, who rated their graduate teaching assistant instructors. Data from the field test was cluster analyzed. Evidence confirming the existence of eight of the eleven a priori scales was found, and four response scales were also developed. The effects of response bias and of selected student background variables upon the 8 main scales of the revised, 24-item instrument were explored. Assumptions inherent in the use of the FACT for instructional improvement were made. (Author/JAC)

ED 163 050 TM 008 090

*Steinheiser, Frederick H., Jr. Hirshfeld, Stephen L.*

**Using Stein's Estimator to Predict Universe Scores From Obtained Scores. Research Memorandum 78-19.**

Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Pub Date-Aug 78

Note-17p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Bayesian Statistics, Goodness of Fit, Mathematical Models, Measurement, *Prediction, Scores, *Statistical Analysis, *True Scores

Identifiers-*Estimation

The scientific implications and practical applications of the Stein estimator approach for estimating true scores from observed scores are of potentially great importance. The conceptual complexity is not much greater than that required for more conventional regression models. The empirical Bayesian aspect allows the examiner to incorporate his/her own degree of prior information about selected examinees. This approach allows for a more accurate estimation of true scores, with the corollary of using fewer test items to achieve those true score estimates. Efron and Morris make the point that there is little penalty for using the rules discussed here because they cannot give larger total mean squared error than the maximum likelihood estimate. This assurance may be a sufficient reason for more careful examination of the utility of the Stein estimator and its limited translation estimators as they apply to behavioral and social science research. A numerical example is given of prediction of a season's batting averages on the basis of a sample of about 10 percent of the times at bat. (Author/CTM)

ED 163 051 TM 008 091

*Mercer, Maryann*

**An Update of Implications of Changing Answers on Objective Test Items''.**

Pub Date- 77

Note-10p.; For original article, see EJ 163 236

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Guessing (Tests), Higher Education, Junior High Schools, *Literature Reviews, *Multiple Choice Tests, *Objective Tests, *Response Style (Tests), *Scores, Test Wiseness

Identifiers-*Answer Changing (Tests)

In a 1977 review of the literature on test answer changing, Mueller and Wasser (EJ 163 236) cited 17 studies and concluded that students changing answers on objective tests gain more points than they lost by so doing. Higher scoring students tend to gain more than do the lower scoring students. Six additional studies not reported in the Mueller and Wasser review have supported this conclusion; this paper reviews the findings from these additional studies. Research synthesized in both reviews surveyed these topics: (1) student opinion about the value of changing answers; (2) methods of measuring answer changes; (3) percent of students changing answers and percent of answers changed; (4) ratio of gains to losses; (5) relation of changes to achievement and aptitude; (6) number of changed answers; (7) sex differences; and (8) item characteristics. Although cognitive style was investigated and non-college subjects were used, studies in the present update continue to replicate previous research. Further research is recommended. (Author/CP)

*Cook, Desmond L., Ed. Stoycheff, Peter A., Ed.*

**Educational Accomplishment Audit: Past, Present, and Future. Proceedings of A National Symposium on Perspectives on Educational Accomplishment Auditing.**

Spons Agency-Bureau of School Systems (DHEW/OE), Washington, D.C.; Ohio State Univ., Columbus. Educational Program Management Center.
Pub Date-May 73
Note-138p.; Proceedings of a National Symposium (Columbus, Ohio, May 21-23, 1973) ; Parts marginally legible due to light print
**EDRS Price MF-$0.83 HC-$7.35 Plus Postage.**
Descriptors-Cost Effectiveness, *Educational Accountability, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Evaluators, *Federal Programs, *Program Evaluation, *Program Validation, Reports, Research Design, State of the Art Reviews
Identifiers-*Audits

The papers comprising these proceedings discuss the nature and purpose of the Independent Educational Accomplishment Audit (IEAA), a concept born in the late 1960's to establish accountability for mandatory technical assistance programs funded by the Elementary and Secondary Education Act: (1) origins and rationale of the Independent Educational Accomplishment Audit; (2) educational accomplishment audits or a major federal program: Title VII; (3) negative and positive aspects of requiring accomplishment audits for programs from the perspective of a program auditor; (4) identification and discussion of activities and competencies needed by an audit team to successfully audit programs; (5) selection, training, certification and employment of educational program auditors; (6) evaluation and the accomplishment audit: toward a unifying construct; (7) determination of appropriate evaluation design for projects; (8) validity, reliability, and margin of error of audit reports to verify educational evaluation reports; (9) adaption, development, and adoption of program auditing into current and new areas and a prediction of its future; and (10) role of auditing and validation in the Michigan Accountability Model. In his synthesis, Desmond Cook observes that there is little question about the favorable reception of the audit concept, its proceudres, techniques and training practices. Major problems however, remain unresolved. Is auditing technical assistance or should it be viewed as an independent operation for attesting/verification? If federal audits are no longer mandatory, should school districts accept audits on a voluntary basis? Several speakers cite the need for further research. (CP)

ED 163 053 TM 008 099

*Millard, Joseph E.*

**Self-Concept and Learning. A Review of Literature on the Relationship Between Students Self-Concept and School Achievement, and One Way to Assess a Students Attitude Toward Learning.**

Heartland Education Agency, Ankeny, Iowa.
Pub Date-Sep 78
Note-29p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Academic Achievement, Attitude Tests, *Bibliographic Citations, Learning, *Learning Motivation, *Literature Reviews, Rating Scales, *Self Concept, Self Evaluation, *Student Attitudes
Identifiers-*Self Anchoring Attitude Scale Toward Learning

The author contends that there is a strong relationship between a students' scholastic success and self-image. Following a brief literature review, the Self-Anchoring Attitude Scale (SAAS), an inventory designed to assess attitude, is discussed. Each subject is asked to write down what they would say about students who like to learn, and what they would say about students who dislike to learn. After the students identify the two ends of the continuum, they are asked to mark, from 1 to 9, where they believe they are in reference to students who like to learn and students who dislike to learn. A teacher can use this information in assessing the students' self image toward learning. A twenty-page list of references is included. (Author/JAC)

*Thompson, Eugene W. Shein, Henry*

**An Evaluation of the Middle Years Alternative Program. 1978.**

Ann Arbor Public Schools, Mich. Office of Research and Evaluation.
Pub Date-78
Note-92p.
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-*Academic Achievement, *Alternative Schools, *Cognitive Style, Junior High Schools, Open Education, Parent Attitudes, Parent Participation, *Program Evaluation, Questionnaires, *Self Concept, *Student Attitudes, Student Evaluation, Student Participation, Teacher Attitudes

The Middle Years Alternative program (MYA) designed for seventh and eighth graders, stresses such objectives as ungraded classes, informal assessment, personal goal setting, and parent and student participation. This evaluation report examined progress toward achieving MYA objectives, and tests two hypotheses implied in the literature: first, that only minimal differences in achievement exist between students in alternative and traditional classrooms and second, that classroom setting does make a difference in preferred learning style. The evaluation was designed to measure five variables: (1) academic achievement; (2) student attitudes; (3) parent attitudes; (4) teacher/counselor attitudes; and (5) cognitive style. Measures of academic achievement were school attendance records and scores on the Michigan Educational Assessment Program (MEAP) and the California Achievement Test (CAT). Researchers, parents, and teachers participated in constructing an opinion survey to measure their attitudes toward MYA. Other tests included the Group Embedded Figures Test, the Piers-Harris Children's Self Concept Scale and three scales measuring attitudes toward learning processes, mathematics, and leanguage arts. There were no statistical differences on the academic and cognitive style measures between the 81 MYA students and two control groups: non-MYA students at the same school and a district-wide sample. Opinion survey responses indicated that all groups were generally enthusiastic about the program, but it was concluded that the MYA students did not necessarily have higher self concepts. (CP)

ED 163 055 TM 008 107

*Glass, Gene V.*

Standards and Criteria. Paper Western Michigan Univ., Kalamazoo. School of Education.

Spons Agency-Carnegie Corp. of New York, N.Y.

Pub Date-Dec 77

Note-54p.

Available from-Mary Anne Bunda, The Evaluation Center, College of Education, Western Michigan University, Kalamazoo, Michigan 49008 ($2.00)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Academic Standards, *Criterion Referenced Tests, *Cutting Scores, Educational Objectives, Evaluation Criteria, *Mastery Tests, Mathematical Models, *Minimum Competency Testing, Performance Based Education, State of the Art Reviews, Student Evaluation, *Testing Problems, *Test Interpretation

The logical and psychological bases for setting cutting scores for criterion-referenced tests are examined; they are found to be intrinsically arbitrary and are often examples of misdirected precision and axiomatization. The term, criterion referenced, originally referred to a technique for making test scores meaningful by controlling the test development process. It has since been applied to a variety of mathematical techniques for setting cutting scores. However, because of the nature of tests and the nature of education, no process of quantification will alter the critical concern, the definition of mastery or of minimal competence, which remains either unanswered or vaguely approximate. Different methods of setting cutting scores may provide widely divergent solutions to a given problem. It is important to recognize that cutting scores are arbitrary. However, no criticism is implied with respect to criterion reference or domain reference as techniques of test construction. (CTM)

ED 163 056 TM 008 108

***Burton, Nancy W.***

Performance Standards. Paper Western Michigan Univ., Kalamazoo. School of Education.

Spons Agency-Carnegie Corp. of New York, N.Y.
Pub Date-Dec 77
Note-25p.
Available from-Mary Anne Bunda, The Evaluation Center, College of Education, Western Michigan University, Kalamazoo, Michigan 49008 ($2.00)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Academic Standards, *Basic Skills, *Criterion Referenced Tests, Decision Making, *Educational Accountability, *Evaluation Criteria, *Performance Based Education, Performance Tests, Student Evaluation

Performance standards are useful tools when comparative evaluation or personal selection are not appropriate for decision making. The concept was developed in 1962 when Glaser introduced criterion referenced testing, to emphasize the importance of making test scores informative about learning processes rather than comparing them to other people's scores. It was hoped that criterion referenced testing, with performance standards, would provide a simple, inexpensive decision making tool. There are three methods of setting performance standards that might allow us to relate tests to learning procedures: standards based on theories, on expert consensus, and on minimum competencies. Learning hierarchies and other theories are too simplistic; expert standard setters lack the political thrust necessary to support decisive action. The minimum competency concept of performance standards is inadequate because no single skill, whether a prerequisiste for learning or for daily existence, is so essential that it can be defined as necessary for survival. No performance standard technology exists or is likely to appear, despite the growing amount of legislation depending on such a technology. Educational technologists should search for other methods to help decision makers and inform the lay public. Criterion referenced testing has not satisfied accountability needs; partly because performance standards are so arbitrary. (CP)

ED 163 057 TM 008 109

*Shepard, Lorrie A.*
A Checklist for Evaluating Large-Scale Assessment Programs. Paper
Western Michigan Univ., Kalamazoo. School of Education.
Spons Agency-Carnegie Corp. of New York, N.Y.
Pub Date-Apr 77
Note-60p.
Available from-Mary Anne Bunda, The Evaluation Center, College of Education, Western Michigan University, Kalamazoo, Michigan 49008 ($2.00)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Check Lists, *Educational Assessment, Evaluation, *Evaluation Criteria, *Evaluation Methods, *Program Evaluation, *Summative Evaluation
Identifiers-*Meta Evaluation

A checklist with five major categories is presented and discussed for its use in planning and carrying out an assessment program. Three other outlines are briefly presented for comparison: Stufflebeam's Meta-Evaluation Criteria; Scriven's Checklist for Evaluating Products, Producers, and Proposals; and Stake's Table of Contents for a Final Evaluation Report. Preparatory activities for assessment include staffing the evaluation team, defining the purpose, and identifying appropriate strategies for data collection. The first category of the checklist, goals and purposes, includes a number of different kinds of goals as well as criteria for judging goals. The technical aspects category includes several items about tests and also includes sampling, test administration, and reporting. There are subtopics under the heading of management such as planning and personnel. The category dealing with intended and unintended effects has two headings: people and groups who may be affected, and kinds of effects. The final category deals with dollar costs, costs in time, and possible negative effects of the assessment program. Finally, it is suggested that the results should be synthesized and contrasted with plausible alternatives. (CTM)

ED 163 058 TM 008 110

*Stufflebeam, Daniel L.*
A Response to the Michigan Education Department's Defense of Their Accountability System. Paper Western Michigan Univ., Kalamazoo. School of Education.
Spons Agency-Carnegie Corp. of New York, N.Y.
Pub Date-Aug 74
Note-36p.
Available from-Mary Anne Bunda, The Evaluation Center, College of Education, Western Michigan University, Kalamazoo, Michigan 49008 ($2.00)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Academic Achievement, Criterion Referenced Tests, *Educational Accountability, *Educational Assessment, Educational Objectives, Elementary Education, *Evaluation Methods, Evaluators, *Program Evaluation, *State Programs, Testing Programs
Identifiers-Meta Evaluation, Michigan, *Michigan Accountability System, *Michigan Educational Assessment Program

The Michigan accountability system, based on statewide objectives-referenced testing at two grade levels generated considerable controversy, including this response to criticisms of an evaluation of the program by a panel of three persons. The contract under which the evaluation was performed is quoted to show that the authors of the report were independent and not biased against the practice of accountability systems. The findings of the report are summarized, including the judgments that Michigan's six-step model was endorsed, but that the promise of the model had not been fulfilled. It judged that goals were unclear and somewhat redundant; that untenable claims had been made concerning the development of objectives; that the objectives should not be published in book form; that the scheme for tying state funding to test score results was potentially harmful; and that little had been done regarding two steps of the program development of local evaluation systems and influence on state and local decision making. Criticisms are made of the state's response to the evaluation reports and to other criticisms. It is concluded that professional educators should participate in the accountability movement. (CTM)

ED 163 059 TM 008 111

*Taylor, Jack P.*
An Administrator's Perspective of Evaluation. Paper Western Michigan
  Univ., Kalamazoo. School of Education.
Pub Date-Oct 74
Note-35p.
Available from-Mary Anne Bunda, The Evaluation Center, College of
  Education, Western Michigan University, Kalamazoo, Michigan 49008
  ($2.00)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Administrative Problems, *Administrator Responsibility,
  Educational Accountability, Educational Administration, Educational
  Assessment, Elementary Secondary Education, Evaluation, *Evaluation
  Methods, *Evaluators, *Program Evaluation, *School Districts,
  *Superintendent Role
Identifiers-Content Input Process Product Evaluation Model, Michigan
  (Saginaw), *Saginaw Public Schools MI

The author describes the Content, Input, Process, and Product (CIPP) evaluation model as it was implemented in the Saginaw Public Schools in Michigan. As school superintendent in Saginaw, he describes how the CIPP model provided information to administrators for answering four basic questions: (1) what should we do? (2) how should we do it? (3) are we doing it as planned? and (4) did the program work? The roles of context, input, process, and product evaluations, in planning, structuring, implementing, and recycling decisions are discussed. In addition, the organization of Saginaw's evaluation department is outlined in terms of mandated evaluation, needs assessment, non-mandated evaluation, and proposal development activities. The author stresses the need for cooperation between the administrator and evaluator, and holds that a system of rational educational management can be achieved through program evaluation. He concludes that evaluation is a promising tool to be used in improving educational practices, programs, and products. (JAC)

ED 163 060 TM 008 114

*Stake, Robert E.*
Program Evaluation, Particularly Responsive Evaluation. Paper Western Michigan Univ., Kalamazoo. School of Education.
Pub Date-Nov 75
Note-43p.; Paper presented at a conference on New Trends in Evaluation (Goteborg, Sweden, October, 1973)
Available from-Mary Anne Bunda, The Evaluation Center, College of Education, Western Michigan University, Kalamazoo, Michigan 49008 ($2.00)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Educational Assessment, Educational Programs, *Evaluation Criteria, *Evaluation Methods, *Evaluation Needs, *Informal Assessment, *Information Dissemination, Measurement Goals, Models, Observation, *Program Evaluation
Identifiers-Preordinate Evaluation, *Responsive Evaluation

A responsive educational evaluation is oriented more to program activities than to program intents, and stresses learning about the needs of the evaluation's audience, so that these value perspectives can be noted in reporting the successes and failures of the program. Most evaluation plans are more preordinate, emphasizing: (1) statements of goals; (2) objective tests; (3) standards held by program personnel; and (4) research-type reports. Evaluations are expected to accomplish many different purposes, and each needs separate data. Responsive evaluation recognizes this fact; it emphasizes only a few prime questions. To structure these questions, observations conceptualized as intents, standards, judgments, and statements of rationale are gathered. A large portion of the evaluator's time is spent observing the program and talking with students, teachers, community leaders, and curriculum specialists selected according to the issues to be studied and the audiences to be served. Instead of formal reports, the evaluator often describes the program with a brief script; longer portrayals might involve media and audience role-playing. Neither a strict preordinate design or a responsive design can be fixed upon an educational evaluation; rather, choice of design should be governed by how far the evaluator wishes to go beyond values and standards. A one-page chart summarizing nine approaches to evaluation is appended. (CP)

*Bierschenk, Bernhard*

**A New Approach to Psychometric Problems in the Analysis of Pre-Numeric Data. Didakometry. No. 55.**

School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.
Pub Date-Mar 77
Note-28p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Behavioral Science Research, Cluster Analysis, Computer Programs, *Concept Formation, *Content Analysis, Discriminant Analysis, Experimenter Characteristics, Foreign Countries, *Information Needs, Language Research, Linguistics, Problem Solving, *Researchers, *Research Methodology

ANACONDA, a computer-based system for analysis of verbal content by data processing is presented as a scientifically more satisfactory substitute for classical content analysis. This system was applied to 40 behavioral science researchers who were interviewed regarding their channels of information for concept formation, problem discussion, research methodology, and documentation. Researchers' statements were analyzed into a noun-verb noun relationship representing agent, action, and object. The treatment of the researchers' verbal statements by ANACONDA involved an analysis and synthesis of both empirical statements and the relationships between them. These statements were then studied by a discriminant analysis. Finally, an attempt was made to demonstrate the validity of this methodological approach. (Author/CP)

ED 163 062 TM 008 120

*Locks, Nancy A. And Others*

**Language Assessment Instruments for Limited-English-Speaking Students: A Needs Analysis.**

National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Oct 78
Contract-400-76-0165
Note-60p.; Some pages may not reproduce clearly due to dark background
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Achievement Tests, Aptitude Tests, Bilingual Education, *Bilingual Students, Chinese, Elementary Education, *English (Second Language), *Evaluation Needs, French, Italian, Navajo, *Needs Assessment, Portuguese, Psychological Tests, Spanish, State of the Art Reviews, Surveys, Tagalog, *Test Reviews, *Tests

A catalog of tests for limited English speaking students and an assessment of needs for new test development are presented. The most important priorities are improved communication between test developers and users, and funding to refine available tests. The most cost effective solution would be the revision, technical improvement, and translation of selected instruments. The catalog lists tests for students in grades K-6 whose first language is Chinese, French, Italian, Navajo, Portuguese, Spanish, or Tagalog. Within each language, tests are grouped as publicly available, or currently unavailable. Available tests are rated acceptable or unacceptable for technical as well as cultural adequacy, and categorized as follows: (1) language dominance; (2) non-English language proficiency; (3) English language proficiency; (4) mathematics; (5) science; (6) social and ethnic studies; (7) multi-subject achievement; (8) attitude and self concept; (9) cognitive style; and (10) general ability and scholastic aptitude. Approximately 150 tests are rated, while 132 are unavailable; about half of both lists concern Spanish tests. Crucial needs cited by the bilingual educators surveyed are summarized for each language; the need for an improved language test is mentioned frequently. The questionnaires, rating forms, a list of criteria used to evaluate the tests, and of participating reviewers are appended. (CP)

ED 163 063 TM 008 124

*Chiesi, Harry L. And Others*
**Processes of Acquisition in Individuals With High and Low Baseball Knowledge: The First Inning.**
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-77
Note-67p.
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Baseball, *Cognitive Processes, Concept Formation, Higher Education, *Knowledge Level, *Learning Processes, *Learning Theories, Mediation Theory, *Memory, Recall (Psychological), Retention
Identifiers-Cognitive Structures, *Encoding (Psychological)

This paper is concerned with the question of whether and why individuals who know more about a particular knowledge domain acquire domain-related information more readily than individuals who know less about the domain. A conceptual framework is presented that hypothesizes differences in the memory structure of the high-knowledge and low-knowledge individuals, primarily with respect to concepts, higher ordered conceptual groupings, goal structures, and related strategies. Acquisition differences between high-knowledge and low-knowledge individuals are assumed to be a function of differences in memory structure, and the primary factor involved in the acquisition of domain-related information is assumed to be a process termed structural mapping, i.e., encoding input information in terms of one's existing memory structure. The results of six experiments using male and female college students that were designed to study various aspects of the acquisition process are reported. The findings support the general framework and also emphasize the facilitative effect of conceptual differentiation and of context in the high-knowledge individuals. (Author/CTM)

ED 163 064 TM 008 126

A Taxonomy of Selected High School Equivalency Materials. Reading Social Studies Materials. Supplementary Inventory.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

Pub Date- 76

Note-39p.; For related documents, see ED 114 766 and TM 008 127 ; Not available in hard copy due to marginal legibility of parts of document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors-Critical Reading, Diagnostic Tests, *Equivalency Tests, High School Equivalency Programs, *Reading Comprehension, Reading Skills, *Science Tests, *Scientific Literacy, *Social Sciences, Taxonomy, *Test Items

Identifiers-*General Educational Development Tests

Instructors can use this inventory to prepare high school equivalency students for the reading skills test of the new form of the Test of General Educational Development (GED). It replaces the instrument previously recommended for that purpose, the Iowa Tests of Educational Development (ITED). Fifty multiple choice questions test the ability to interpret nineteen reading passages, illustrations, maps, or graphs. An answer key and sheets for recording student responses are included. The skills needed to answer each question are identified, such as discriminating facts from opinions, comprehending maps, or identifying emphasis. After a student's responses are evaluated, the instructor should note any skill weaknesses and prescribe instruction using the designated card from the companion volume, A Taxonomy of Selected High School Equivalency Materials (Reading), ED 114 766. This Taxonomy is keyed to three New York State Education Department publications and six commercially available programs that can be used to introduce and reinforce specific skills which the student has not mastered. The materials range in difficulty from a seventh grade to a twelfth-fourteenth grade reading level. (CP)

ED 163 065 TM 008 127

**A Taxonomy of Selected High School Equivalency Materials. Reading Science Materials. Supplementary Inventory.**

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.
Pub Date- 76
Note-41p.; For related documents, see ED 114 766 and TM 008 126 ; Not available in hard copy due to marginal legibility of parts of document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Diagnostic Tests, *Equivalency Tests, High School Equivalency Programs, *Natural Sciences, *Reading Comprehension, Reading Skills, *Science Tests, *Scientific Literacy, Taxonomy, *Test Items

Identifiers-*General Educational Development Tests

Instructors can use this inventory to prepare high school equivalency students for the reading skills test of the new form of the Test of General Educational Development (GED). It replaces the instrument previously recommended for that purpose, the Iowa Tests of Educational Development (ITED). Fifty-two multiple choice questions test the ability to interpret seventeen reading passages, illustrations, charts, or tables. An answer key and sheets for recording student responses are included. The skills needed to answer each question are identified, such as reading chemical formulas, inferring scientific generalizations, or identifying emphasis. After a student's responses are evaluated, the instructor should note any skill weaknesses and prescribe instruction using the designated card from the companion volume, A Taxonomy of Selected High School Equivalency Materials (Reading), ED 114 766. This Taxonomy is keyed to three New York State Education Department publications and six commercially available programs that can be used to introduce and reinforce specific skills which the student has not mastered. The materials range in difficulty from a seventh grade to a twelfth-fourteenth grade reading level. (CP)

ED 163 066 TM 008 128

*Abrami, Philip C. And Others*

**Teacher Grading Standards and Student Ratings.**

Pub Date-Sep 78

Note-17p.; Paper presented at the Annual Meeting of the American Psychological Association (81st, Toronto, Ontario, Canada, September, 1978)

Available from-Philip C. Alrami, Centre for Learning and Development, McGill University, Montreal, Quebec, Canada H3A 2K6

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Academic Standards, College Teachers, Evaluation Criteria, Foreign Countries, *Grades (Scholastic), Grading, Higher Education, *Predictor Variables, Student Attitudes, *Student Evaluation of Teacher Performance, *Student Motivation, *Teaching Styles

Identifiers-Canada

Two experiments were conducted to determine the effects of teacher grading standards on student ratings of teacher performance. In experiment one, three teacher characteristics were factorially manipulated: instructor expressiveness (high, low), lecture content (high, low), and grading standards (B, C+, C). In experiment two, student incentive (high, low), instructor expressiveness (high, low), and grading standards (B+, B, C+, C) were manipulated. A complex relationship between grading standards and student ratings were found. Under certain conditions, assigning high grades improved ratings; while under other conditions, high grades either adversely affected ratings or did not affect them at all. (Author/JAC)

ED 163 067 TM 008 130

*Gibson, Janice T.*

**A Current View of Soviet Research in Cognitive Psychology.**

Pub Date-Oct 77

Note-8p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, New York, October 26-28, 1977) ; Best copy available

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Abstract Reasoning, Cognitive Development, *Cognitive Processes, *Concept Formation, Elementary Education, Environmental Influences, Foreign Countries, *Learning Theories, *Mathematical Concepts, *Psychological Studies, Research Reviews (Publications), Sequential Learning, *Teaching Methods

Identifiers-Piagetian Theory, *USSR

Research conducted at the Institute of General and Pedagogical Psychology of Moscow, and based on the premise that the development of thought processes is a direct product of the social environment, is described. As a corollary to this premise, Piaget's view that the development of the thinking process occurs in orderly fashion is questioned. Evidence provided by Soviet researchers purports to demonstrate that children are able to learn to think abstractly before learning to solve the same problems in concrete fashion, when appropriate teaching methods are used. A mathematics training project in which children progress from abstract to concrete concepts is described. Children begin by learning the abstract concepts of measurement, greater than, less than, and equal to. These concepts are used to introduce basic algebraic concepts and the concrete numbering system. Children are instructed to describe problem-solving situations using equations before they are able to apply numbers to the problem or perform basic addition or subtraction processes. This study illustrates how children were able to produce basic formulas for problem-solving even before learning the specific procedure for counting. (Author/JAC)

ED 163 088 TM 008 147

*Lutz, Kathryn A.*

**The Implications of Brain Research For Learning Strategies and Educational Practice.**

Pub Date-3 Aug 78
Note-30p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Cerebral Dominance, Cognitive Processes, *Cognitive Style, Creative Thinking, Educational Improvement, Intelligence Factors, *Lateral Dominance, *Learning Activities, Logical Thinking, *Neurological Organization, *Thought Processes

Research involving split-brain patients has shown that the two hemispheres of the brain process information differently. The left side of the brain is more analytical, the right side is more holistic, taking in overall characteristics rather than specific detail. This reserach can be applied to the educational process in several ways. The concepts of learning and creativity can be enlarged to include right-brain thinking and mental abilities. Learning and creativity can be facilitated by using learning strategies that activate the lesser-used right side of the brain. These strategies include imagery, pictures, chunking, and analogies. Since evaluating only the verbal and analytical outcomes of learning may fail to reveal the full effects of instruction, brain laterality considerations should have an impact on curriculum development, as well as the evaluation of instructional effectiveness and learner achievement. (Author/JAC)

ED 163 069 TM 008 151

*Smith, Laura Spooner*

**Decisions and Dilemmas in Constructing Criterion-Referenced Tests: Some Questions and Issues. CSE Report No. 110.**

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Note-29p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Behavioral Objectives, *Criterion Referenced Tests, Educational Objectives, State of the Art Reviews, *Test Construction, *Testing Problems, Test Interpretation, Test Items

Because criterion referenced measurement is a relatively new approach to testing, systematic guidelines for constructing criterion referenced tests (CRTs) have not yet been developed. A number of questions and issues face the test developer who wishes to provide a test that will be helpful in a particular decision-making situation. There are three basic steps in the generation of domain specifications guiding CRT construction. First, decide what the test should measure. The instructional independence of the test items refers to the items' dependence on or relationship to the instructional curriculum content. The amount of content measured by a domain may be conceptualized as formative or summative evaluation. Secondly, determine the dimensions of the class of behaviors (or performance) to be tested. Tasks and responses must be selected which indicate that the learner has demonstrated achievement or competence; this may be the most difficult aspect of test construction. The role of items which measure transfer of training must also be determined. Finally, develop a set of item generation guidelines. Items should be suitable for inclusion in an item bank. (GDC)

*Conklin, Jon*

**Some Methodological Issues in Using Standardized Test Scores to Evaluate Large Scale Educational Programs. CSE Report No. 111.**

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Note-26p.; Paper presented at the Annual Meeting of the California Educational Research Association (Marina Del Ray, California, November 17, 1977)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Academic Achievement, *Achievement Gains, Achievement Tests, Comparative Statistics, Norm Referenced Tests, *Norms, *Post Testing, *Pretesting, Primary Education, Scoring, Standardized Tests, Testing Problems, *Test Interpretation, *Time Factors (Learning)
Identifiers-Comprehensive Tests of Basic Skills

It is unsafe to estimate achievement test norms for fall testing by linear interpolation between norms for the previous spring testing and norms for the following spring. Second grade students were tested in reading and arithmetic in the fall and in the spring to provide pre-test and post-test data for evaluation of academic growth. Three procedures were used for computing standard scores for the fall testing. One procedure used linear interpolation without adjusting for the month in which the fall testing was administered. A second procedure used linear interpolation and also adjusted for the month of test administration. The third procedure estimated fall norms on the basis of growth curves given for first grade children on the same test. The use of linear interpolation resulted in greater apparent gains than were shown when the estimated fall norms were adjusted to match first grade growth patterns. (CTM)

ED 163 071 TM 008 153

*Millman, Jason*
**Determinants of Item Difficulty: A Preliminary Investigation. CSE Report No. 114.**
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Jul 78
Note-26p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Complexity Level, Content Analysis, *Criterion Referenced Tests, Higher Education, Item Analysis, Multiple Choice Tests, Predictor Variables, Statistics, *Test Construction, *Test Items
Identifiers-Computer Assisted Testing

Test items, all referencing the same instructional objective, are not equally difficult. This investigation attempts to identify some of the determinants of item difficulty within the context of a first course in educational statistics. Computer generated variations of items were used to provide the data. The results were used to investigate the relationship between item difficulty and the following characteristics: item format, language, calculation requirements, areas under theoretical distributions, and other miscellaneous differences. In general, changes in item content had more effect than changes in format or linguistic structure, and more complex questions were more difficult than simpler questions. It was concluded that item difficulties can be made to fluctuate by changes in how questions are asked, but that further study is clearly needed. (Author/CTM)

*Ironson, Gail H.*

**A Comparative Analysis of Several Methods of Assessing Item Bias.**

Pub Date-Mar 78
Note-54p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Aptitude Tests, Comparative Statistics, Complexity Level, Culture Free Tests, *Item Analysis, *Racial Discrimination, Senior High Schools, *Test Bias, *Test Items, Test Validity
Identifiers-Chi Square, Item Characteristic Curve Theory, Item Discrimination (Tests)

Four statistical methods for identifying biased test items were used with data from two ethnic groups (1,691 black and 1,794 white high school seniors). The data were responses to 150 items in five subtests including two traditional tests (reading and mathematics) and three nontraditional tests (picture number test of associative memory, letter groups-inductive reasoning, and mosaic comparisons-perceptual speed). The four statistical methods compared indices for the two groups with respect to: a normal transformation of percent passing, the point biserial item test correlation, chi square, and the area between item characteristic curves (ICC). The results for three of the methods were moderately positively correlated, but there was very little agreement between the item test correlation method and the other three. A random sample of 100 black students was matched with a sample of 100 white students on the basis of total test score, and item data were compared for percent passing in the two groups. Finally, a comparison was made of the indications of bias in traditional tests and the indications of bias in the nontraditional tests. (CTM)

ED 163 073 TM 008 155

*Garner, William T.*

**The Public Economics of Mastery Learning.**

Pub Date-Mar 78

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Basic Skills, *Cost Effectiveness, *Educational Economics, *Efficiency, Equal Education, *Mastery Learning, Mastery Tests, Minimum Competency Testing, *School Role

There is both less and more to mastery learning (ML) than meets the eye. Less because mastery learning is not based on a model of school learning, and more because it is the most optimistic statement we have about the power of education. The notions of setting achievement standards and letting time for completion vary, of using criterion referenced tests, of the motivational value of success, of individualizing instruction according to student traits, and of formative evaluation and feedback are not unique to ML but what is unique to ML is the hypothesis that using these notions together can transform slow learners into faster learners. Recent state laws require mastery or minimum standards, but not that ML strategies be adopted. Questions should be answered about three aspects of ML: cost efficiency, equity, and externalities. ML will be characterized by rising costs as the target mastery level is raised. Equity refers to fairness in the distribution of resources to students, since ML calls for allocation of resources in roughly inverse proportion to prior achievement. An externality is a consequence of an action which affects others not party to the action. Marginal externalities should equal or exceed the marignal cost of obtaining them. (Author/CTM)

ED 163 074 TM 008 156

*Kolen, Michael J. Whitney, Douglas R.*

**Accuracy of Estimating Two Parameter Logistic Latent Trait Parameters and Implications for Classroom Tests.**

Iowa Univ., Iowa City. Evaluation and Examination Service.

Pub Date-Mar 78
Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Complexity Level, *Item Analysis, *Mathematical Models, *Reliability, *Sampling, Simulation, *Test Items
Identifiers-Item Discrimination (Tests), Latent Trait Model, Maximum Likelihood Estimation, *Sample Size, *Sampling Error, Smoothing Methods

The application of latent trait theory to classroom tests necessitates the use of small sample sizes for parameter estimation. Computer generated data were used to assess the accuracy of estimation of the slope and location parameters in the two parameter logistic model with fixed abilities and varying small sample sizes. The maximum likelihood procedure for estimating the parameters was compared to a method in which the observed relative frequencies were smoothed using an isotonic regression method prior to applying the maximum likelihood procedure. The isotonic method was considered promising because the smoothed relative frequencies yield more accurate estimates of the probability of correctly answering a test item given a particular level of the ability than do the observed relative frequencies. The results were presented in terms of variance and mean squared error of estimating the parameters.

The results indicated that the isotonic procedure provided more accurate estimates of the location parameter whereas the maximum likelihood procedure provided more accurate estimates of the slope parameter. Since the isotonic method did provide for more accurate estimation of the location parameter, it was concluded that the isotonic method warrants further attention. The implications of the results for use with classroom tests were also discussed. (Author/CTM)

*Guay, Roland B. McCabe, George P.*
**A Chi-Square Test for Hierarchical Dependency.**
Pub Date-Mar 78
Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Developmental Stages, Goodness of Fit, Hypothesis Testing, *Learning Theories, Nonparametric Statistics, Skill Development, Statistical Analysis, *Tests of Significance
Identifiers-*Chi Square, *Learning Hierarchies

The Chi-Square Test for Hierarchical Dependency (THD) is presented. The THD tests the hypothesis that all members of a population who possess a certain skill are a subset of the members who possess another skill. This hypothesis is basic to the writings of several prominent theorists, such as Gagne and Piaget. The THD is designed as an improvement over existing tests of this hypothesis, e.g., the Test of Inclusion. The model, assumptions, formula derivations, and procedures for the THD are explained. An illustrative example of an application of the THD, involving two spatial skills, is provided. (Author/CTM)

ED 163 076 TM 008 160

*Feitler, Fred C. Graf, Stephen A.*

**The Use of Ratio Production Scales to Assess Quality of Teaching Performance.**

Pub Date-Mar 78

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-College Teachers, *Comparative Testing, Higher Education, *Rating Scales, *Response Style (Tests), *Student Evaluation of Teacher Performance, Teaching Quality, Test Construction, Test Reliability

Identifiers-Student Reaction to Instruction

Two forms of a teacher rating questionnaire, Student Reaction to Instruction, were administered to college students. The regular format used category scaling; the 631 responding students selected a number between one and five. Experimental ratio production (multiply-divide)'' evaluations were also completed by 26 subjects along with the regular form. The ratio production form required students to judge whether the particular dimension was more than, exactly the same as, or less than the specified standard (other teachers at this university). If exactly the same as'' was not an appropriate response, the students filled in a number to represent the perceived ratio (two times more effective, four times less effective). The multiply-divide scale produced ratios and eliminated some of the problems associated with traditional category scaling: confusing interpretations and highly skewed distributions of means. The tendency to rate instruction high, rather than low, was apparent with both methods; however, with the multiply-divide scale, there was a greater tendency to rate an instructor the same as'' rather than average''. Results were illustrated graphically, on semi-log scales. Respondents preferred the more commonly used category scale form to this new method; further research was recommended. (GDC)

ED 163 077 TM 008 165

*Harlan, Hugh A. And Others*
**Nebraska Assessment Battery of Essential Learning Skills (N-ABELS). Test Forms A-D.**
Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services.
Pub Date-Oct 77
Note-76p.; For related documents, see TM 007 846 and 008 166
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-*Basic Skills, Educational Assessment, Elementary Education, *Mastery Tests, Minimum Competency Testing, *Performance Based Education, State Programs, Testing Programs, *Test Items, *Tests
Identifiers-Nebraska, *Nebraska Assessment Battery Essential Learn Skills

The Nebraska Assessment Battery of Essential Learning Skills (N-ABELS) is a goal-oriented instrument with an evaluation component providing a basis for determining acquisition of twelve skills defined as learning goals. Each goal is stated in terms of an acceptable performance standard which clearly describes what the student must do. The skills included are reading (decoding an oral passage); writing from dictation (encoding); spelling; math, including basic computation with whole numbers and decimal fractions; map reading; and three information retrieval skills involving the dictionary, encyclopedia and card catalog. There is no relationship between skill mastery and grade level, but most skills should have been introduced by grade 5. Mastery is defined as errorless performance; therefore N-ABELS differs from standardized achievement tests since the latter are norm referenced to scores of other students at the same grade or age. Although N-ABELS is a marked departure from most school testing programs, it is easily understood by the public. An accountability base is thereby established.

This document contains the actual test forms for each of the twelve skills. There are four equally difficult forms, designated A-D. An answer key, student answer sheet, and official student progress report form are included. (Author/CP)

*Harlan, Hugh A. And Others*
**Nebraska Assessment. Battery of Essential Learning Skills (N-ABELS). Sample Tests for Students and Parents.**
Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services.
Pub Date-Oct 77
Note-31p.; For related documents, see TM 007 846 and 008 165
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Basic Skills, Educational Assessment, Elementary Education, *Mastery Tests, Minimum Competency Testing, *Parent Participation, *Performance Based Education, State Programs, *Study Guides, Testing Programs, *Test Items, Test Wiseness, Vocabulary Development, Word Lists
Identifiers-*Nebraska Assessment Battery Essential Learn Skills, Test Manuals

The Nebraska Assessment Battery of Essential Learning Skills (N-ABELS) is a goal-oriented instrument with an evaluation component providing a basis for determining acquisition of twelve skills defined as learning goals. Each goal is stated in terms of an acceptable performance standard which clearly describes what the student must do. The skills included are reading (decoding an oral passage); writing from dictation (encoding); spelling; math, including basic computation with whole numbers and decimal fractions; map reading; and three information retrieval skills involving the dictionary, encyclopedia, and card catalog. There is no relationship between skill mastery and grade level, but most skills should have been introduced by grade 5. Mastery is defined as errorless performance; therefore N-ABELS differs from standardized achievement tests since the latter are norm referenced to scores of other students at the same grade or age. Although N-ABELS is a marked departure from most school testing programs, it is easily understood by the public. An accountability base is thereby established; so that parents can help their children prior to actual testing, this booklet provides sample forms of each of the twelve tests. Each sample test contains the definition of the skill, directions to the student, and an answer key. The official student progress report is included for reference. The 1,000 essential spelling words from the N-ABELS vocabulary are also included for practice on the writing and spelling tests. (Author/CP)

ED 163 079 TM 008 179

*Meredith, John B., Jr.*

**Validation of a Simplified Method for Determining Passing Scores for Criterion-Referenced, Multiple-Choice Tests.**

Pub Date-Mar 78
Note-7p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Complexity Level, *Criterion Referenced Tests, *Cutting Scores, Item Analysis, *Mastery Tests, Multiple Choice Tests, *Reliability, *Scoring, *Teacher Role, Test Construction, Test Interpretation, Validity

The complexity of defining accurate passing scores with a minimum classification error when evaluating criterion-referenced, multiple-choice tests has been a major problem for classroom teachers. Therefore, a practical procedure in which the instructor determines the plausibility of each item option for the minimally acceptable examinee is proposed and examined for validity. A 20-item test was evaluated by subject-matter-experts (SMEs) to determine the Minimal Acceptable Performance Level (MAPL). An analysis of variance procedure was applied to the SME item-ratings, the results of which indicated no difference among SMEs. Further, it was found that the interjudgmental item-ratings were consistent. The test was administered to 14 Naval examinees whose mastery-nonmastery classifications based upon the MAPL were found to be in complete agreement with independent evaluations of the students by SMEs. It was concluded that this is a reasonable method which can be used easily by classroom teachers in a short amount of time. (Author/JAC)

ED 163 080 TM 008 182

*Hedl, John J., Jr And Others*
**Test Anxiety and Humor Appreciation.**
Pub Date-Mar 78
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Academic Achievement, *Anxiety, Cartoons, Higher Education, *Humor, *Performance Factors, Reactive Behavior, Response Style (Tests), Statistical Analysis, *Stress Variables, Student Attitudes, *Student Reaction, *Testing Problems
Identifiers-State Trait Anxiety Inventory, *Test Anxiety, Test Anxiety Scale

The effects of achievement-oriented and neutral instructions on the humor ratings of both testing and non-testing cartoons were assessed for high- and low test-anxious students. The effects of humor in reducing state anxiety were also evaluated. Fifty-two undergraduate students were selected on the basis of their Test Anxiety Scale scores. Both high- and low test-anxious students rated five testing and non-testing related

cartoons for funniness under achievement-oriented or under neutral conditions. In the neutral condition, the high test-anxious students rated the cartoons as significantly higher in humor value than their low test-anxious counterparts. In contrast, with achievement-oriented instructions, high and low test-anxious students rated the cartoons as equally funny. These results generally support an optimal arousal model of humor appreciation. Hypothesized relationships between cartoon theme, theme salience, and humor appreciation were not found. Results indicated that the incorporation of humor may have both positive or negative effects, depending on the test-anxiety proneness of the students and their momentary state of anxiety. (Author/JAC)

ED 163 081 TM 008 218

*Powers, Donald E.*

**A Factor Analytic Study of the GRE Aptitude Test. GRE Board Professional Report. GREB No. 75-11P.**

Educational Testing Service, Princeton, N.J.
Pub Date-Sep 77
Note-90p.
Available from-Graduate Record Examinations, Educational Testing Service, Princeton, New Jersey 08541 (free while supplies last)
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-*Academic Ability, *Aptitude Tests, Cluster Grouping, *College Entrance Examinations, *Factor Analysis, *Factor Structure, Graduate Study, Item Analysis, Mathematics, Nonverbal Ability, *Performance Factors, Statistical Data, Verbal Ability
Identifiers-*Graduate Record Examinations, Varimax Rotation

Factor analyses of two forms of the Graduate Record Examinations (GRE) Aptitude Test were undertaken to better understand the abilities affecting test performance. Results suggest that three global abilities two verbal and one quantitative are consistently tapped by the GRE Aptitude Test. Other less prominent dimensions some of which appear to be specific to test forms revealed aspects of the test related to item type, speededness, and the content of reading passages. Factor extension analysis was used to estimate the loadings on these operational test factors of new items from eight experimental tests administered with the operational forms. Statistical removal of the extended factors from the matrices of tetrachoric interitem correlations of the experimental tests and examination of residual relationships and amount of variance explained suggested that the experimental tests are, in general, adequately explained by the factors in the operational tests. There are, however, several dimensions in the experimental tests distinct from the factors underlying the operational forms. Recommendations based upon these findings are made concerning subtest length, item arrangement, and passage content. The factor analysis method is relevant for supplementing more traditional item classification and analysis techniques, and for the planned restructuring of the GRE Aptitude Test. (Author/ROF)

ED 163 082 TM 008 221

*Willingham, Warren W.*
**Validity and the Graduate Record Examinations Program.**
Educational Testing Service, Princeton, N.J.
Pub Date-76
Note-36p.
Available from-Graduate Record Examinations, Educational Testing Service, Princeton, New Jersey 08541 (free while supplies last)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Admission Criteria, Bibliographies, College Admission, *College Entrance Examinations, *Graduate Study, Higher Education, Information Dissemination, *Institutional Research, Measurement Goals, *Research Needs, *Research Reviews (Publications), Testing Problems, *Testing Programs, *Test Validity
Identifiers-*Graduate Record Examinations

The main purpose of this paper is to facilitate discussion of important issues concerning validity and to work toward a framework that the Graduate Record Examinations (GRE) Board Research Committee will find useful in assigning priorities and initiating projects. The background, scope, and meaning of the concept of the ``validity'' of the GRE are addressed in order to focus on the six proposed objectives for research on validity: (1) to encourage and facilitate institutional validity studies; (2) to deal effectively with methodological issues concerning validity that require the GRE program's initiative; (3) to develop improved criteria of success in graduate study; (4) to improve population validity and enhance understanding of it; (5) to improve institutional use of summary program data; and (6) to systematically insure the validity of revised or new measures resulting from program renewal. The six objectives are defined and the status of research relevant to each of them is presented in terms of reports available and current projects. (ROF)

ED 163 083 TM 008 222

*Lannholm, Gerald V.*

**Cooperative Studies of Predicting Graduate School Success. Graduate Record Examinations Special Report Number 68-3.**

Educational Testing Service, Princeton, N.J.

Pub Date-Aug 68

Note-95p.

Available from-Graduate Record Examinations, Educational Testing Service, Princeton, New Jersey 08541 (free while supplies last)

**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**

Descriptors-*Academic Achievement, Achievement Tests, Aptitude Tests, Chemistry, *College Entrance Examinations, English, Evaluation Criteria, Grade Point Average, Grade Prediction, *Graduate Study, Higher Education, History, *Performance Factors, Philosophy, *Predictive Validity, Psychology, *Test Validity, Weighted Scores

Identifiers-*Graduate Record Examinations

One or more graduate departments from ten schools participated in studies of six different disciplines: chemistry, English, history, philosophy, physics, and psychology. Subjects were students who first enrolled for graduate study in these departments between 1957 and 1960. Predictor data obtained for the students included scores on the Graduate Record Examinations Aptitude Test and/or an Advanced Test' and, for some students, their undergraduate grade-point averages. Two criteria were used to assess performance in graduate study: departmental ratings of the quality of graduate work, and a classification of each student's academic attainment (e. g., earned Ph.D.'', etc.) as of October, 1963. The results varied widely from group to group, and the generalizations noted are tentative. Noting the critical importance of graduate study and effective prediction of success, the report ends with recommendations for improving prediction: (1) clarify the nature of success in graduate school''; (2) explore issues involved in assessing the performance of each student; (3) identify additional predictors of success; and (4) form an overall grading of promise'' on the basis of all information available about a student at the time of admission. (Author/ROF)

ED 163 084 TM 008 223

*Lannholm, Gerald V.*

**Review of Studies Employing GRE Scores in Predicting Success in Graduate Study 1952-1967. Graduate Record Examinations Special Report Number 68-1.**

Educational Testing Service, Princeton, N.J.
Pub Date-Mar 68
Note-41p.
Available from-Graduate Record Examinations, Educational Testing Service, Princeton, New Jersey 08541 (free while supplies last)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Academic Achievement, Achievement Tests, Annotated Bibliographies, Aptitude Tests, *College Entrance Examinations, College Majors, Evaluation Criteria, Foreign Students, Grade Point Average, *Graduate Study, Higher Education, *Predictive Validity, *Research Reviews (Publications), *Success Factors, *Test Validity
Identifiers-*Graduate Record Examinations

Thirty eight studies which employed Graduate Record Examinations (GRE) scores in predicting success in graduate study are reviewed. The report is presented in four sections summary of findings by major field of study (23 different major fields); 21 studies employing varied criteria of success; 13 studies employing grade-point average as the criterion; and predicting graduate school success of foreign students (2 studies). While cautioning the reader about the dangers of drawing conclusions from these studies, the authors nonetheless make four broad generalizations: (1) students with higher test scores perform at a higher level in graduate school than those with lower scores; (2) the verbal ability score is most highly related to performance in subjects of a descriptive nature, for example the humanities, while the quantitative ability score is usually more predictive in the physical sciences; (3) advanced test scores in the appropriate subject were useful predictors and improved the correlation when used along with the aptitude test scores; and (4) best prediction was obtained when undergraduate grades and test scores were used in combination. (Author/ROF)

ED 163 085 TM 008 225

*Conrad, Linda, Ed. And Others*
**Graduate Record Examinations. Technical Manual.**
Educational Testing Service, Princeton, N.J.
Pub Date-Sep 77
Note-112p.; Small print marginally legible
Available from-Graduate Record Examinations, Educational Testing Service, Princeton, New Jersey 08541 ($6.00)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Aptitude Tests, *College Entrance Examinations, Content Analysis, Graduate Study, Higher Education, *Literature Reviews, Manuals, Scores, *Statistical Data, Test Construction, *Test Interpretation, Test Reliability, *Test Validity
Identifiers-*Graduate Record Examinations, *Test Manuals

This manual supplements previous guides to the use of the Graduate Record Examinations (GRE). It provides sufficient detailed information about the GREs to permit measurement specialists and institutional researchers, as well as faculty members and administrators, to understand the development of the tests and to evaluate their usefulness. Chapters include: (1) A Brief Historical Review of the Graduate Record Examinations; (2) Purposes and General Characteristics of the Aptitude Test and Advanced Tests; (3) Development of the Aptitude Test; (4) Development of the Advanced Tests; (5) Statistical Methods and Analyses of the Graduate Record Examinations; and (6) Validity of the Graduate Record Examinations. Appendixes include information unique to the Aptitude Test and to each of the 20 Advanced Tests including item types, test specifications, norms, and a variety of summary statistics. (ROF)

ED 163 086 TM 008 227

***Rock, Donald A.***

**The Identification of Population Moderators and Their Effect on the Prediction of Doctorate Attainment. GRE Board Professional Report GREB No. 69-6bP.**

Educational Testing Service, Princeton, N.J.

Pub Date-Feb 75

**Note-41p.; Not available in hard copy due to print quality**

Available from-Graduate Record Examinations, Educational Testing Service, Princeton, New Jersey 08541 (free while supplies last)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Academic Achievement, *Achievement Tests, Age Differences, *Aptitude Tests, Chemistry, *College Entrance Examinations, *Doctoral Degrees, Doctoral Programs, Graduate Study, *Graduation, Higher Education, Mathematics, Predictive Ability (Testing), *Predictive Validity, Predictor Variables, Psychology, Sex Differences

Identifiers-*Graduate Record Examinations, Moderator Variables

The Graduate Record Examinations (GRE) Aptitude and Advanced Tests were evaluated as predictors of a dichotomous criterion of whether or not the candidate attained the doctorate within a specified length of time. More specifically, the project attempted to define subgroups for which the GRE tests have varying degrees of validity, and to provide biographical profiles of each subgroup as well as the optimal predictive equation for those subgroups. The GRE-Advanced tests were consistently found to be the best predictors of Ph.D. attainment. However, the predictive accuracy of the GRE-Advanced test varied considerably across graduate fields and in one case within a graduate field. That is, prediction on the whole was considerably more accurate in the hard science'' graduate areas of mathematics and chemistry than in psychology. Within the psychology area, there was a u'' shaped relationship between predictability and age. That is, the total sample regression equation led to greater predictive accuracy for the younger and the older age groups. The middle age group (25-26 years old) was not only less predictable, but the errors in prediction tended to lead to underestimation of their actual rate of Ph.D. attainment. (Author/ROF)

ED 163 087 TM 008 228

*Rock, Donald A.*
**The Test Chooser'': A Different Approach to a Prediction Weighting Scheme. GRE Board Professional Report GREB No. 70-2P.**
Educational Testing Service, Princeton, N.J.
Pub Date-Nov 74
Note-54p.
Available from-Graduate Record Examinations, Educational Testing Service, Princeton, New Jersey 08541 (free while supplies last)
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-*Academic Achievement, Achievement Tests, Aptitude Tests, *Biographical Inventories, *College Entrance Examinations, Demography, Grade Point Average, Graduate Study, Higher Education, Predictive Ability (Testing), *Predictor Variables, *Student Attitudes, Student Characteristics, Student Motivation, *Success Factors, Weighted Scores
Identifiers-*Graduate Record Examinations

First-year graduate students were asked to respond to a biographical questionnaire which emphasized motivational variables in addition to the usual demographic variables. It was hypothesized that the students could select from a group of ability measures the one best indicator of how well they would do in graduate school. To test this hypothesis the sample was divided into parts, those who felt tests were the best indicator of success (test choosers) and those who felt that some other means of assessment was the best for them (non-test choosers). Within-group regressions were then computed and compared using path analysis techniques. The obtained empirical least squares weighting system gave support to the possibility that graduate students could identify those predictors which would yield minimum errors of prediction for them. Indications of the importance of motivational measures as predictors for non-test choosers'' were suggested. The Experimental Biographical Questionnaire for Graduate Students and statistical data for the 56 items are appended. (Author/ROF)

ED 163 088 TM 008 229

*Evans, Franklin R.*

**The GRE-Q Coaching/Instruction Study. GRE Board Professional Report GREB No. 71-5aP.**

Educational Testing Service, Princeton, N.J.

Pub Date-Sep 77

Note-34p.; Not available in hard copy due to print quality

Available from-Graduate Record Examinations, Educational Testing Service, Princeton, New Jersey 08541 (free while supplies last)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Aptitude Tests, Black Students, Caucasian Students, *College Entrance Examinations, Cultural Differences, Graduate Study, Higher Education, Instructional Programs, *Mathematics, Mexican Americans, *Program Effectiveness, Racial Differences, Sex Differences, Testing Problems, *Test Wiseness, Tutorial Programs, *Tutoring

Identifiers-*Graduate Record Examinations

A special course was designed to aid undergraduate subjects in preparing for the Graduate Record Examination Quantitative (GRE-Q). The course included a short one-session discussion (Anxiety Reduction Session) of the GRE and its uses, and four sessions devoted to specific instruction in the basic mathematics required for the test and strategies for approaching the various types of questions. The content outline of the course is included. The course was offered to junior-year volunteers at 12 colleges. Colleges were selected so as to maximize the participation of black and Chicano students; predominantly white schools were also included. Detailed results are presented; however, the reader is cautioned that the differences observed in the analyses, while statistically significant, may be due to factors not under the control of the investigator such as differential attrition rates and levels of motivation for various subject groups. The results of the analyses suggested that: (1) there was a small, consistent increase in GRE-Q scores due to the overall program; (2) the increase appeared to occur early in the program; and (3) there was no evidence that the program was differentially effective for the sexes or the ethnic groups studied. (Author/ROF)

ED 163 089 TM 008 231

*Carlson, Alfred B. And Others*

**The Development and Pilot Testing of Criterion Rating Scales. GRE Board Professional Report GREB No. 73-1P.**

Educational Testing Service, Princeton, N.J.

Pub Date-Oct 76

Note-77p.; Not available in hard copy due to print quality

Available from-Graduate Record Examinations, Educational Testing Service, Princeton, New Jersey 08541 (free while supplies last)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Behavior Rating Scales, Chemistry, College Entrance Examinations, College Faculty, English, *Evaluation Criteria, Grade Point Average, *Graduate Students, Graduate Study, Higher Education, Predictive Validity, Psychology, Scores, Student Behavior, *Student Evaluation, Test Construction, *Test Reliability, *Test Validity

Identifiers-Graduate Record Examinations, *Rater Reliability

Rating scales of the ``scaled behavioral expectation'' type were developed to measure the constructs of independence and initiative, conscientiousness, enthusiasm, critical facility, teaching skills, research and experimentation, communication, and persistence. The scales were used by faculty in three psychology departments, two chemistry departments, and one English department, who indicated the skills and behavior which were expected of graduate students in their department. The following data were also collected: faculty member's estimate of confidence for each rating; Graduate Record Examinations (GRE) Aptitude and Advanced Test scores; amount of graduate work completed; and undergraduate and graduate grade point average. The scales were found to have only minimal reliability and rather high intercorrelations. Further research on the scales is necessary before they can be used with any confidence. The available data did not suggest any striking relationship between GRE scores and faculty ratings; thus, it is doubtful that such ratings would be useful as criteria in GRE validity studies. (Author/ROF)

*McPeek, Miles And Others*

**An Investigation of the Feasibility of Obtaining Additional Subscores on the GRE Advanced Psychology Test. GRE Board Professional Report GREB No. 74-4P.**

Educational Testing Service, Princeton, N.J.
Pub Date-Apr 76
Note-60p.; Not available in hard copy due to print quality
Available from-Graduate Record Examinations, Educational Testing Service, Princeton, New Jersey 08541 (free while supplies last)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Achievement Tests, *College Entrance Examinations, *Content Analysis, *Factor Analysis, Graduate Study, Higher Education, *Psychology, *Scores, Statistical Data, Test Construction, Test Interpretation, Test Reliability
Identifiers-*Graduate Record Examinations

This study was undertaken to determine whether additional information useful for guidance or placement could be derived from the existing Graduate Record Examinations (GRE) Advanced Psychology Test. The number of subscores currently reported is limited by the high reliability required to make admissions decisions; subscores used only for guidance and placement would not need to meet such a rigorous standard. Subscores based on eight content areas (Personality, Learning, Measurement, Developmental psychology, Social psychology, Physiological and Comparative psychology, Perceptual and Sensory psychology, and Clinical and Abnormal psychology) were identified by the GRE Advanced Psychology Test Committee of Examiners. These experimental subscores, the two currently reported subscores, and the total score were analyzed. Analysis showed that, for most students, additional information about strengths and weaknesses in some of the areas could be obtained. The particular subscores which could provide useful information varied from student to student. This finding was supported by an examination of fifty randomly chosen answer sheets. It was concluded that subscores based on the content areas identified by the Psychology Committee may have potential for providing additional information for purposes of guidance and placement. Subscores based on a factor analysis of the test, however, were judged not to have equivalent potential. (Author/ROF)

*Marco, Gary L.*

**The Performance of First-Year Graduate Students on the Graduate Record Examinations. Graduate Record Examinations Special Report Number 68-2.**

Educational Testing Service, Princeton, N.J.
Pub Date-Jul 68
Note-30p.; Not available in hard copy due to print quality
Available from-Graduate Record Examinations, Educational Testing Service, Princeton, New Jersey 08541 (free while supplies last)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Achievement Tests, *Aptitude Tests, *College Entrance Examinations, College Majors, *Graduate Students, Graduate Study, Higher Education, *Norms, *Scores, Standard Error of Measurement, Statistical Data, Test Interpretation, Weighted Scores
Identifiers-*Graduate Record Examinations

Normative data were obtained on the performance of first-year graduate students on the Aptitude Test and Advanced Tests of the Graduate Record Examinations. The population consisted of students enrolled as full-time graduate students for the first time in the fall of 1964 in a college or university belonging to the Council of Graduate Schools (CGS). Subpopulations within each institution were composed of students enrolled in graduate study in 18 major fields biology, business, chemistry, economics, education, engineering, French, geology, government, history, literature, mathematics, philosophy, physical education, physics, psychology, sociology, and Spanish. Majors in these fields took both the Aptitude Test and the appropriate Advanced Test. Norms are provided for the Verbal and Quantitative sections of the Aptitude Test by major field of study and for performance on the 15 Advanced Tests. Accuracy of the data is discussed and the appendices contain the names of the institutions participating, the plan of data collection, weights used in preparing the frequency distributions, and specific fields classified under particular fields for sampling purposes. (ROF)

ED 163 092 TM 008 238

*Linn, Marcia C. Rice, Marian R.*

**Appendix to a Measure of Scientific Reasoning: The Springs Task (Details for Construction, Administration, and Scoring).**

Pub Date-Nov 78

Note-13p.; Accompanies an article in Journal of Educational Measurement; v16 n1 Spr 1979

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Experimental Psychology, Interviews, *Manipulative Materials, Research Design, *Research Skills, *Scientific Concepts, Scoring, *Testing, *Thought Processes, Weight

Identifiers-*Springs Task, *Test Manuals

The Springs Task measures the ability to conduct controlled experiments, name variables, and criticize variables which are demonstrated to the subject. It provides an operational definition of formal thought. Subjects aged ten to adult can be tested with this instrument, an apparatus-based task administered individually in a 15-minute interview. This appendix gives details for constructing the apparatus, administering the interview, and scoring. The apparatus consists of eight springs suspended from a wooden frame, six fishing weights, 10 cup hooks, and 2 wooden cylinders. The task yields both pass/fail and points earned scores on naming variables and on conducting and criticizing experiments. Test reliability, validity, and correlations with Piagetian logic are discussed in a separate journal article. (Author/CP)

ED 163 093 UD 017 349

*Burrows, Kathryn, Ed.*

**Schools and Colleges 16-19: The Education of the Less Able Student. Study Conference 74/28.**

Further Education Staff Coll., Blagdon (England).

Pub Date-74

Note-66p.

Available from-Report Editor, Coombe Lodge, Blagdon, Bristol, England BS186RG (1 pound)

Journal Cit-Coombe Lodge Report; v7 n10 p636-695 1974

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-*Academically Handicapped, Curriculum Development, *Daily Living Skills, *Disadvantaged Youth, Dropout Prevention, Educable Mentally Handicapped, *Low Ability Students, Physically Handicapped, *Secondary Education, Vocational Education

Identifiers-*England, *Further Education Staff College

This is a report of a conference concerned with educating less-able'' 16-19 year old students within the British school system. These students vary from being physically handicapped, to educationally sub-normal,'' to simply lacking in vocational skills. Topics of papers presented include: defining disadvantaged young people, describing academic and vocational resources available to them in the system, curriculum development, and counselling services. Two basic themes recur in most of the papers. First, the root of the problem of educating the less able'' is the emphasis the educational system places upon the high achiever. This is manifested through allocation of resources. More resources should be devoted to the underachiever. It is also suggested that schools should focus far less on examination success as an educational goal. Second, appropriate education for this student population should include better preparation for future life experiences. Otherwise, these young people will soon be parents and workers, unskilled at both occupations unless they are better prepared before leaving school. It is noted that 16 year old girls were found to be the most educationally deprived of all students. It is recommended that these students be encouraged to remain in school. (Author/GC)

ED 163 094 UD 018 072

*Hamilton, Douglas*

**Segregation Increases in Jefferson County Schools. Enrollment Report for 1977-78.**

Kentucky State Commission on Human Rights, Frankfort.

Pub Date-Nov 77

Note-27p.; For related documents, see ED 063 439, ED 068 593, UD 017 377, UD 017 500, UD 018 071, and U 018 073

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Administrative Policy, *Anti Segregation Programs, Demography, *Elementary Schools, Elementary Secondary Education, Integration Methods, *School Integration, *School Segregation

Identifiers-*Kentucky (Jefferson County)

Failures of school officials in Jefferson County, Kentucky to desegregate their student bodies since 1975 are cited in this report and substantiated with charts and tables. The resegregation, rather than desegregation, of elementary schools in 1977-78 is documented. It is shown that 12 elementary schools have never been in compliance with desegregation guidelines since the program's inception; that although most of the 28 schools exempted from busing in 1975 have maintained an adequate racial balance, black enrollment at four of these schools has moved above court maximums; and that schools were generally more segregated in 1978 than they were in 1975. Practical recommendations are made to school administrators about how the situation can be rectified. (WI)

*Hamilton, Douglas*

**Jefferson County Schools Reduce Teacher Segregation. Non-Teaching Staff Far From Singleton Goals. A Report on 1977-78 Assignments.**

Kentucky State Commission on Human Rights, Frankfort.

Pub Date-Dec 77

Note-47p.; For related documents see ED 063 439, ED 068 593, ED 146 243, UD 017 500, UD 018 071 and UD 018 072 ; Appendix A may be marginally legible due to small print

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Administrative Personnel, *Anti Segregation Programs, Blacks, Black Teachers, Elementary Secondary Education, *Nonprofessional Personnel, *Racial Integration, *School Personnel, *Teacher Integration, Vocational Schools

Identifiers-*Kentucky (Jefferson County)

In this report, progress made since 1975 in the desegregation of faculty and staff of schools in Jefferson County, Kentucky, is described in light of the Singleton standard. Although overall progress towards teacher and administrator desegregation is evidenced, it is shown that black teachers are still significantly underutilized in the high schools. The absence of teacher desegregation in vocational schools and of black administrators in some middle schools is documented. It is recommended that school officials give high priority to achieving a more representative ratio of black professional employees to the proportion of black students. Based on data which show that desegregation among professionals has been much faster than that among nonprofessional workers, the report criticizes school officials for their slowness and accuses them of tokenism. (WI)

ED 163 096 UD 018 443

# Fair Housing: A Better Answer than Busing. A Plan for Louisville and Jefferson County.

Kentucky Commission on Human Rights, Louisville.
Pub Date-75
Note-19p.; Not available in hard copy due to reproduction quality of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors-*Business Responsibility, Community Cooperation, Elementary Secondary Education, Government Role, *Housing Discrimination, *Housing Opportunities, Housing Patterns, *Integration Methods, *Local Housing Authorities, *Racial Integration, School Integration
Identifiers-*Kentucky (Jefferson County)

In this paper, the Kentucky Commisssion on Human Rights outlines ways in which housing-related institutions and agencies can revise their policies and procedures to reverse the trend towards housing segregation. Recommendations are made to the city and county with regard to how Section 8 housing assistance programs can be used to promote desegregation. The need for and possible implementation of a measuring standard to use in the location of new housing is described. The necessity for Federal leadership and the responsibility of lending institutions is explained. Kentucky Housing Corporation policy is criticized and an appeal is made to business, industry, citizen, and real estate groups to adopt policies which will further and facilitate housing desegregation. It is implied that if local real estate groups do not cooperate voluntarily, the Commission may find it necessary to take court action towards the housing desegregation problem. (WI)

ED 163 097 UD 018 548

*Missel, Gerald E., Ed.*

**Schools and Programs of Choice: Voluntary Desegregation in Massachusetts.**

Massachusetts State Dept. of Education, Boston. Bureau of Equal Educational Opportunities.
Pub Date-Apr 77
Note-104p.; Not available in hard copy due to print format
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Educational Alternatives, *Educational Improvement, Educational Opportunities, *Educational Programs, Elementary Secondary Education, *Program Descriptions, School Community Cooperation, *School Integration, *Voluntary Integration
Identifiers-*Magnet Schools, *Massachusetts

Described in this document are a number of magnet school programs developed and operating in Massachusetts as part of a voluntary school desegregation plan. A historical perspective of magnet school development is provided along with definitions and guidelines of both magnet schools and magnet education programs. These definitions and guidelines are reflected in the summarized goals of three of the largest educational collaboratives (EdCo's Metropolitan Education Center, the Cultural Education Collaborative, and the Metropolitan Planning Project), which are described as having developed many of the magnet education programs in the Greater Boston Area. Another program concerned with better educational opportunities, METCO, is analyzed and broken down into participating communities and respective enrollment figures over a ten year period. Samples of specific magnet schools and educational programs at the elementary and secondary levels illustrate the benefits that students are receiving from these voluntary programs and the permanent improvements that school systems themselves are undergoing. The intentions behind magnet schools and magnet education programs are summarized. A list of magnet schools and magnet programs funded during 1976-77 completes the document. (EB)

ED 163 098                                                                                UD 018 707

*Cataldo, Everett F And Others*

**School Desegregation Policy: Compliance, Avoidance, and the Metropolitan Remedy.**

Spons Agency-National Science Foundation, Washinton, D.C. Div. of Advanced Productivity Research and Technology.

Pub Date-78

Note-118p.

Available from-Lexington Books, D.C. Heath and Company, 125 Spring Street, Lexington, Massachusetts 02173 ($13.00)

**Document Not Available from EDRS.**

Descriptors-Bus Transportation, Case Studies (Education), Community Support, Cultural Factors, Elementary Secondary Education, Federal Legislation, *Integration Effects, Integration Methods, Negative Attitudes, *Parent Attitudes, *Parent Reaction, *Program Evaluation, *Public Support, Racially Balanced Schools, *School Integration, Social Attitudes, Social Factors

Identifiers-*Florida

A study of seven school districts in Florida indicates that factors associated with large scale, area-wide desegregation stir negative sentiments among parents. These negative sentiments have relatively little influence over behavior but apparently undercut attitudinal support for school desegregation. Parents in the seven school districts can be classified into three groups. At one end are the compliers who did not object to school desegregation or the means necessary to achieve it. Most of them are black. At the other end are the avoiders who objected to desegregation by whatever means. Virtually all of these are white. Between these two polar opposites are the vast majority of white parents who complied with busing, although they complained about it and had reservations about educational quality in desegregated public schools. From a public policy standpoint it is fortunate that most white parents complied with desegregation even if reluctantly and against their attitudinal preferences. While the findings of this study indicate that a match between this behavior and positive attitudes has yet to be made, they also suggest some ways by which that objective may be achieved. The most important strategy would be the reduction of the distance and a change in the relationship between parents and officials in the policy-making process. (Author/EB)

ED 163 099 UD 018 750

*Hotchkiss, Jeanette*

**African-Asian Reading Guide for Children and Young Adults.**

Pub Date-76

Note-278p.

Available from-Scarecrow Press, Inc., 25 Liberty Street, P.O. Box 656, Metuchen, New Jersey 08840 ($10.00)

**Document Not Available from EDRS.**

Descriptors-African Literature, *Annotated Bibliographies, Biographies, *Childrens Books, Elementary Secondary Education, Fiction, Folklore Books, Nonfiction, *Young Adults

Identifiers-*Africa, *Asia, Asian Literature, Oceania

In this annotated bibliography for children and young adults, over twelve-thousand books dealing with Europe, Africa, Asia, Australia, and Oceania are listed. Entries are presented by geographical area and categorized as nonfiction, biography, fiction and folklore, with a separate section on picture books from all countries. Four indices (author, title, illustrator, and biographical) aid in the retrieval of specific works. Brief introductions to each section provide geographical and historical information about the country in question. Annotations generally include some historical background, a description of the book and, often, information about the author. Symbols designate approximate reading and interest levels. (WI)

ED 163 100 UD 018 752

*Cassell, Joan*

**A Fieldwork Manual for Studying Desegregated Schools.**

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date-Sep 78
Grant-NIE-G-78-0046
Note-103p.
**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**
Descriptors-*Educational Anthropology, *Educational Research, Educational Sociology, Elementary Secondary Education, *Field Studies, Research Design, *Research Methodology, Research Problems, *Research Skills, School Integration

In this manual, both methodological and practical guidelines for conducting field research in urban desegregated schools are discussed. Strategies for negotiating access to and studying all participants in the educational system (students, teachers, administrators, other personnel, and parents) are suggested. Fieldwork styles, philosophies, and techniques are described, and project administration (team work, budgeting, personnel handling) are discussed. Recommendations are made concerning how to deal with ethical, political and practical problems which may arise. Six appendices provide sample questionaires and a network analysis chart appropriate to this type of field research. (WI)

ED 163 101 UD 018 760

**The Bakke Case: Implications for Women in Education.**
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
Spons Agency-Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
Pub Date-78
Note-4p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Affirmative Action, College Admission, *Court Cases, *Educational Opportunities, *Employment Opportunities, *Equal Protection, *Females, Higher Education, Quotas, Sex Fairness, Womens Education
Identifiers-Bakke (Allan)

The Supreme Court's ruling in the Bakke case, which found that strict numerical quotas were illegal in admissions programs, is analyzed in this article in terms of its applications to women's rights. It is pointed out that although the ruling, which was made on a statutory rather than a constitutional basis, conceded that race could be considered as one factor in admissions, it made no mention of gender as a permissible criterion. The possible interpretations of the ruling are examined as they relate to women's admissions at institutions of higher learning, quotas in student programs, voluntary affirmative action, and employment. In reviewing Executive Order 11246 and Title VII of the Civil Rights Act of 1964, the article discusses the many unresolved issues confronting institutions and affirmative action. In its discussion of the 14th Amendment, the article points out that in the Bakke ruling the Court implied that it does not extend the same equal protection of the law to women as it does to racial and ethnic groups. (WI)

ED 163 102 UD 018 765

**Opportunities for Minority Students in Biomedical Research.**
National Heart and Lung Inst. (DHEW/PHS), Bethesda, Md.
Report No.-DHEW-NIH-78-1213
Pub Date-78
Note-24p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Career Opportunities, *Employment Opportunities, Higher Education, Minority Groups, *Science Careers
Identifiers-*Biomedical Research

Information in this pamphlet provides the science student with ideas about where to look for career opportunities in biomedical research and what further information to seek. The primary research programs of each division of the National Heart, Lung and Blood Institute are outlined and are accompanied by descriptions of important research areas and suggested fields of study. At the end of each description is a grid which cross references certain fields of study to the research programs described in the pamphlet. (Author/WI)

ED 163 103 UD 018 766

*Park, Jeanne S., Ed.*

**Winners, All! 41 Outstanding Education Projects That Help Disadvantaged Children.**

Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-98p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01880-2)
**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**
Descriptors-Bilingual Education, *Compensatory Education Programs, *Educationally Disadvantaged, Elementary Secondary Education, Individualized Instruction, Language Arts, Mathematical Enrichment, Migrant Child Education, Parent Participation, *Program Descriptions, *Reading Programs
Identifiers-*Elementary Secondary Education Act Title I

The 41 projects across the country funded under Title I, and validated by the Department of Health, Education and Welfare Education Division as exemplary'' and worthy of duplication, are described in this booklet. The descriptions, which are aimed at telling parents, community groups and educators what is working in Title I, are taken from newspaper articles and television and radio scripts. The general philosophy, scope, and activities of each program are briefly stated. Many focus on reading and language arts, but math programs, programs with high levels of parental involvement, individualized instruction, and bilingual and migrant education are also in evidence. Names, addresses, and phone numbers of persons to contact are included for those who wish to obtain further information. (Author/WI)

**Staff Report Comparing Figures for Minority and Female Employment in the Federal Government, 1975 and 1977, and in Forty-Four Selected Agencies, 1977.**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date-May 78
Note-43p.; Not available in hard copy due to print size of the original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Agencies, *Employment Statistics, Equal Opportunities (Jobs), *Federal Government, *Government Employees, *Minority Groups, *Working Women

The overall utilization of minorities and women in the Federal government in 1975 and 1977 is compared in this report. A further comparison is made among 44 selected agencies for 1977 only. Statistical data in 9 tables show: (1) a concentration of minorities and women in lower salary grade ranges in 1975 with only a slight improvement in 1977; (2) severe underutilization of blacks and Native Americans and some underutilization of Orientals in individual agencies; (3) underutilization of women in more than 50% of the selected agencies; and (4) agencies which have a low utilization of one minority group tend to have a low utilization of the other minority groups. It is illustrated that agencies such as the Department of Health, Education, and Welfare, which have significant civil rights responsibilities, tend to show a relatively higher utilization of minorities and women than agencies which do not have those responsibilities. (WI)

ED 163 105 UD 018 786

*Anderson, Janice K. And Others*

**The U.S. Office of Education Models to Evaluate E.S.E.A. Title I: Experiences after One Year of Use.**

Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date-78
Note-48p.; For a related document, see ED 152 823
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Compensatory Education Programs, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Federal Programs, *Models, Program Effectiveness, *Program Evaluation, State Federal Aid, State Programs
Identifiers-*Elementary Secondary Education Act Title I

In order to assess the impact of Title I programs, models specifying criteria, techniques and methodologies for evaluation were developed. These models prescribe pre- and post-test results for both Title I and non Title I children. This report describes the status of the use of the models, the experience of people who used them during the 1976-77 school year, Federal progress in drafting regulations regarding their use, and the future work planned to improve the quality of the data produced. Specifically, a brief history of the program to develop and encourage the use of models is presented. The work of the Technical Assistance Centers, the number of districts using the models, and projected use are also discussed. State and local level activities are described. A list of recommendations for refinement of materials is included. Simultaneous with the adoption of new techniques by many States and districts is the Office of Education's intent to make their use mandatory by all Title I grantees who offer services in the basic skills to school children in grades 2-12. That process, the public input, and the initial idea about content of regulations are described. Conclusions about various aspects of the Title I evaluation, reporting system, and the program to support its use are also summarized. (Author/GC)

ED 163 106 UD 018 787

**Summary and Recommendations: Conference on Pacific/Asian American Families and HEW-Related Issues.**

J W K International Corp., Annandale, Va.
Spons Agency-Office of Special Concerns (DHEW), Washington, D.C. Office for Asian American Affairs.
Pub Date-12 May 78
Contract-100-77-0102
Note-288p.
**EDRS Price MF-$0.83 HC-$15.39 Plus Postage.**
Descriptors-*Asian Americans, Census Figures, Conference Reports, *Educational Problems, Employment, Family Income, *Health Needs, Immigrants, *Medical Care Evaluation, *Social Welfare, *Socioeconomic Status, Welfare Problems
Identifiers-Department Of Health Education And Welfare, *Pacific Americans

The socioeconomic needs of Pacific and Asian American (PAA) families and Department of Health, Education, and Welfare programs having the most impact on the lives of PAAs are analyzed in this conference report. An overall outline of the conference proceedings, as well as reprints of all charts and papers presented, are included. The findings of three task groups on education, health, and welfare are reported. Policy papers and program recommendations formulated by the task forces are presented and targets of opportunity are defined. Major recommendations are made with regard to the need for culturally oriented health programs, expanded health education programs, research on psychological and emotional problems, ethnocultural diseases, obtaining clearer health statistics, adult education, bilingual education, multicultural education, changes in criteria for Title XX and Social Security, extension of welfare benefits to immigrants, and consideration of PAA language and culture in designing and delivering welfare programs. (WI)

ED 163 107 UD 018 789

Ice Breakers'' Nutrition Education Paper-Pencil Games.
Food and Nutrition Service (DOA), Washington, D.C.
Pub Date-Sep 78
Note-16p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors-*Educational Games, *Foods Instruction, *Nutrition Instruction, *Puzzles

This booklet contains word games and puzzles, designed for use as introductory exercises at school food service training workshops, nutrition education classes, community health meetings, or for use by students. Time needed to play the games ranges from 5 to 15 minutes, depending on the nutrition knowledge and experience of the participants. Answers to the games are also included. (Author/GC)

ED 163 108 UD 018 791

*Davies, Don And Others*

**Federal and State Impact on Citizen Participation in the Schools.**

Institute for Responsive Education, Boston, Mass.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.

Pub Date-Jun 78

Contract-400-76-0115

Note-151p.; For related documents, see UD 018 792-795

**EDRS Price MF-$0.83 HC-$8.69 Plus Postage.**

Descriptors-Citizen Participation, *Community Involvement, *Decision Making, *Educational Programs, Elementary Secondary Education, *Federal Legislation, Government Role, *Parent Participation, School Community Relationship, School Integration, *State Legislation

This report is part of a research study on citizen participation in educational decision making. Data are drawn from: (1) interviews with school administrators, school board members, teachers' union representatives, members of the media, political figures involved in educational issues, officers and members of citizens' organizations, state elected officials and foundation officials; (2) a computer search of relevant literature; (3) conventional sources of data for Federal and State court cases; and (4) questionnaires. Individual papers in this report focus on Federal impact, State legislation, judicial activism, and school desegregation, all in relation to citizen participation. The papers are indexed and abstracted separately (see UD 018 792-795). (GC)

*Davies, Don*
**Federal Impact.**
Institute for Responsive Education, Boston, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
Pub Date-Jun 78
Contract-400-76-0115
Note-27p.; For related documents, see UD 018 793-795
Available from-Not available separately; See UD 018 791
**Document Not Available from EDRS.**
Descriptors-*Citizen Participation, *Community Involvement, *Compensatory Education Programs, Educational Resources, *Educational Strategies, Elementary Secondary Education, *Federal Legislation, Organizational Effectiveness, *Parent Participation, School Integration, Student Participation
Identifiers-Elementary Secondary Education Act Title I, Follow Through, Head Start, *Parent Advisory Councils

Over the past twenty years, Federal government intervention has had a greater impact on elementary and secondary education than most citizens, educators, or politicians realize. Federal intervention has taken two directions: initiatives to redistribute educational resources through compensatory educational programs, and initiatives towards target group involvment in planning and carrying out such programs. The Economic Opportunity Act of 1964 and the Model Cities Act of 1966 were two of the most important pieces of Federal anti-poverty legislation that affected education in the cities during the mid-1960s. However, Federal programs such as these have tended to be highly categorical, fragmented and confused. Serious efforts have been made to improve programs by strengthening participation requirements and actual citizen activity. Two of the more successful programs are Head Start and Follow Through and, to a lesser extent, Title I. In these programs, great emphasis is placed on parental involvement, and this has led to the growth of numerous parent advisory councils. It has been found that the most important points of citizen participation action occur through parental involvement at the local level. (Author/EB)

ED 163 110 UD 018 793

*Clasby, Miriam*

**State Legislation for Citizen Participation in Education.**

Institute for Responsive Education, Boston, Mass.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
Pub Date-Jun 78
Contract-400-76-0115
Note-28p.; For related documents, see UD 018 792 and UD 018 794-795
Available from-Not available separately; See UD 018 791
**Document Not Available from EDRS.**
Descriptors-*Citizen Participation, *Educational Planning, Elementary Secondary Education, Federal State Relationship, *School Community Relationship, *State Legislation, *State Surveys

The expansion of the State role in education reflects a general increase in State powers. This expansion, however, has been strongly influenced by Federal funding and priorities for education. In addition, Federal efforts to encourage efficiency often establish procedures for planning at the State level. This emphasis also indirectly broadens opportunities for general public involvement. Two trends, the creation of local citizen councils and public participation in comprehensive planning, created new structures and established new functions for citizens. Both trends are represented in recent State initiatives to encourage citizen participation in education. Although legislation mandating such participation varies from State to State, an overview of such legislative action indicates that a number of States are engaging in a variety of activities to increase citizen access to educational governance structures and administrative bureaucracies. This overview also suggests that State regulations and implementation strategies have, in general, the same flaws as Federal ones. Some of these flaws are lack of technical assistance or support, lack of monitoring or evaluation, and lack of funding. There are numerous difficulties in collaborative school-community relationships, but individual successes can be identified. (Author/EB)

*Baxter, Felix V.*

**Judicial Activism and Citizen Participation: A Survey and Analysis from 1970 to Present.**

Institute for Responsive Education, Boston, Mass.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.

Pub Date-Jun 78

Contract-400-76-0115

Note-25p.; For related documents, see UD 018 792-793 and UD 018 795

Available from-Not available separately; See UD 018 791

**Document Not Available from EDRS.**

Descriptors-Board of Education Policy, *Citizen Participation, *Court Cases, *Decision Making, Discipline Policy, *Educational Legislation, Educational Planning, Elementary Secondary Education, *Federal Legislation, Federal State Relationship, Parent Participation, School Integration, *State Legislation

This paper deals with Federal and State court decisions, from 1970 to present, which either foster or encourage citizen participation in the educational decision-making process. Findings contained in this study are based on a State by State analysis of court decisions in education. An overview of the decisions supports the report's contention that most judicial decisions encouraging or mandating citizen participation in the educational decision-making process occur on the Federal level. Some of the judicial decisions described deal with areas such as student discipline, parent associations, racial balance, voter registration, school board appointments, teacher monitoring, test fairness, and school desegregation. Decisions reviewed also reflect the court's strong mediating role for group as well as individual claims. (EB)

ED 163 112 UD 018 795

*Upton, James And Others*

**Citizen Participation in School Desegregation.**

Institute for Responsive Education, Boston, Mass.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.

Pub Date-Jun 78

Contract-400-76-0115

Note-56p.; For related documents, see UD 018 792-794

Available from-Not available separately; See UD 018 791

**Document Not Available from EDRS.**

Descriptors-*Bus Transportation, *Citizen Participation, *City Wide Programs, *Community Involvement, Court Litigation, *Educational Strategies, Elementary Secondary Education, Federal Legislation, Parent Participation, Political Influences, Racial Discrimination, School Community Relationship, *School Integration, Social Influences, Student Participation

Identifiers-Colorado (Denver), Kentucky (Louisville), Massachusetts (Boston), Texas (Dallas)

This paper examines community responses to court-ordered desegregation in Louisville, Boston, Denver, and Dallas. Background information is provided on the implementation of desegregation, court decisions affecting desegregation, reactions to desegregation and busing, and the influence of social structures, political traditions, and prevailing attitudes of civic leaders towards desegregation. Also included is a list of functions served by court-mandated and citizen-initiated organizations in the implementation process. These functions include: (1) participation in development of plan of implementation; (2) mobilization of public support; (3) participation in carrying out the plan; (4) monitoring and reporting; (5) advocacy and student protection; and (6) participation in educational development. Important mandated or citizen-initiated organizations in each of the four cities are described briefly. Included in these descriptions are strategies used by the respective organizations for achieving or aiding peaceful implementation of desegregation policies and for dealing with problem areas such as bilingual education and discrimination against black teachers and students. The degree of business, university, and student participation in organized efforts to implement court-ordered desegregation plans is also assessed. (Author/EB)

ED 163 113 UD 018 801

*Berkeley, Muriel, Ed. And Others*

**Young Women and Employment: What We Know and Need to Know About the School-to-Work Transition.**

Women's Bureau (DOL), Washington, D.C.

Pub Date-78

Contract-41-USC-252(c)(3)

Note-99p.

**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**

Descriptors-*Conference Reports, *Educational Responsibility, Employer Attitudes, *Employment Opportunities, Federal Programs, Females, Minority Groups, Parent Role, *Sex Stereotypes, *Teenagers, Vocational Counseling, *Working Women, Youth Employment

In this report, summaries of papers given at the conference on young women's work to school transition are reprinted. Themes addressed include: (1) problems of teenagers, teenage mothers, and the transition to adulthood; (2) problems faced by youth and minority youth; (3) responsibilities of educators; (4) employment programs; (5) employment prospects in the private sector; and (6) Federal programs for youth employment. Recommendations of the conference are: (1) women and minorities must work together to improve their job options; (2) stereotypes of people's expectations of women must be changed if they are to have equal employment opportunities; (3) institutional changes to promote collective action and to eliminate sex roles are needed; (4) women must be exposed to the option of non-traditional employment before they enter high-school; (5) parents must be informed early of job options and of the fact that their daughters will probably work; (6) extra training must be provided for minority women; (7) good data bases must be created to provide information on the employment and unemployment of women, particularly minorities. Appendices include a list of conference participants, the conference agenda, and a bibliography of books related to women and employment. (WI)

*Walls, Robert O.*

**Community Involvement in Schools: Approaches and Practices.**

Pub Date-19 May 78
Note-13p.; Paper presented at the Annual Conference of the Society of Ethnic and Special Studies (5th, St. Louis, Missouri, May 18-19, 1978)
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Administrator Responsibility, *Community Involvement, *Educational Change, Elementary Secondary Education, Ethnic Relations, *Minority Groups, *School Community Relationship, School Role, Self Determination, *Social Change
Identifiers-Illinois

This paper presents a view of school-community relations based on the concept of change. It is held that the school should develop and maintain a close relationship with the community if it is to recognize and provide for changing educational needs. The involvement of minority groups in education, a controversial issue, is necessary in order for this responsiveness to be effected. Staff and teacher preparation, leadership support, and open communication among school personnel and community members are essential. A number of ways that concerned citizens can influence school government include participation as volunteers in school and recreational activities, membership on decision making committees, and involvement in local political issues. (GC)

ED 163 115 UD 018 803

*Braithwaite, Ronald L.*

**Increasing Minority Participation in Research and Development through Survey Research Methodology.**

Pub Date-27 Mar 78

Note-19p.; Paper presented at the American Educational Research Association Annual Meeting Pre-Session (Toronto, Canada, March 26-27, 1978); Not available in hard copy due to reproduction quality of the original document

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Bias, Evaluation Methods, Minority Groups, *Minority Role, *Needs Assessment, Research Criteria, Research Design, *Research Methodology, *Research Problems, *Surveys

In this paper it is suggested that current research methods are of questionable validity as they pertain to minorities, but that this problem may be solved by encouraging more minority input into the conceptualization, organization, and implementation of surveys that affect them. All phases of survey research are discussed in detail. Planning objectives, hypothesizing, and writing up a problem statement are explained. Methods of designing the sample and the instrument in a way which will obtain the desired information without excluding certain subpopulations are outlined. Data collection and analysis procedures are explained in light of quality control factors and possible researcher biases. A few guidelines for report writing and investigator responsibility are outlined. (WI)

ED 163 116 UD 018 814

**Guide to Title VII ESEA Bilingual Bicultural Programs, 1977-1978.**
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Mar 78
Note-352p.; Not available in hard copy due to print format
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Administrative Organization, *Bilingual Education, *Directories, Elementary Secondary Education, *Federal Programs, Inservice Teacher Education, Non English Speaking, *State Surveys, Statistical Data, *Teacher Education
Identifiers-*Elementary Secondary Education Act Title VII

In this booklet, five tables developed by the United States Department of Bilingual Education illustrate how Title VII funds were spent in 1977-1978 in the United States and its territories. Table I lists all funded projects, pupil participation and grade level, languages served, and the amount of each grant. Table II gives all information pertinent to programs funded under Subpart E (fellowships for preparation of teachers in training). Table III lists the name, location, director, and grant information of three types of materials development centers funded under Subpart C. Table IV details the technical assistance grants awarded to State educational agencies under Subpart F. Table V contains information on programs funded under Subpart D (training programs for other than teacher trainers). (Author/WI)

**The Last Suffrage Frontier: Enfranchising Mental Hospital Residents.**
Pennsylvania State Advisory Committee to the U.S. Commission on Civil Rights, Harrisburg.
Pub Date-Jun 78
Note-40p.; Pages 31-34 (Appendices) may not reproduce well due to the print quality of the original document

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Civil Rights, Equal Protection, *Institutionalized Persons, Mental Illness, *Mentally Handicapped, *Social Discrimination, *Voting Rights
Identifiers-*Pennsylvania

This report addresses the denial of suffrage to mentally disabled persons institutionalized in Pennsylvania. The case study of Pennhurst Center patients who tried to vote in the 1976 election is described. Pertinent Pennsylvania statutes and current voting practices are analyzed. A national overview of the problem along with community and institutional attitudes toward voting by the mentally handicapped are discussed. State directives in support of voting rights of institutionalized Pennsylvanians and guidance to election officials and institutional administrators are outlined. Recommendations are made to institutions concerning how to assist in all aspects of the voting process, how to decrease community hostility toward mentally disabled voters, and how to help insure legal voting rights of institutionalized persons. (WI)

ED 163 118 UD 018 817

**State Government Affirmative Action in Mid-America.**

Iowa State Committee to the U.S. Commission on Civil Rights, Des Moines.; Kansas State Advisory Committee to the U.S. Commission on Civil Rights.; Missouri State Advisory Committee to the U.S. Commission on Civil Rights.; Nebraska State Advisory Committee to the U.S. Commission on Civil Rights.
Pub Date-Jun 78
Note-119p.; Parts may be marginally legible due to print quality
**EDRS Price MF-$0.83 HC-$8.01 Plus Postage.**
Descriptors-*Affirmative Action, *Employment Practices, *Equal Opportunities (Jobs), Federal Aid, Federal Legislation, Females, Job Training, Minority Groups, Racial Discrimination, Recruitment, Sex Discrimination, *State Agencies, *State Government, State Surveys, *Statistical Data
Identifiers-Iowa, Kansas, Missouri, Nebraska

Presented in this document is a study undertaken by four State Advisory Committees to review the quality and the effectiveness of affirmative action activities in Iowa, Kansas, Missouri and Nebraska. An overview of the four States' agencies responsible for education administration, employment services, highways, police, and social services indicates that no State exhibits consistent success or consistent failure. Almost all agencies reviewed, however, are shown to be consistent in their underutilization of women and minorities. In addition, Federal agencies with monitoring responsibilities and/or funding capabilities are found to have made only minimal efforts to compel affirmative action and to have not used their authority over funds to promote affirmative action efforts by State governments. Findings, recommendations, and conclusions of the Advisory Committees are presented for the areas of recruiting, hiring, training, and the promotion of full representation of minorities and women in public sector employment. Appendices provide information on race and sex composition of State agencies, and a comparison of State and agency affirmative action plans with a model plan. (Author/EB)

ED 163 119 UD 018 818

**Affirmative Action in Salt Lake's Criminal Justice Agencies.**
Utah State Advisory Committee to the U.S. Commission on Civil Rights.
Pub Date-Jun 78
Note-38p.; Notes may be marginally legible due to small type
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Affirmative Action, Corrective Institutions, *Equal Opportunities (Jobs), *Minority Groups, Police, *State Agencies, Statistical Surveys, *Working Women
Identifiers-*Criminal Justice Agencies, Utah (Salt Lake City), *Utah (Salt Lake County)

Utilizing guidelines provided by the United States Department of Justice and the Federal Government, the Utah Advisory Committee concludes in this report that all five criminal justice agencies it investigated in Salt Lake City and County are deficient in providing equal employment opportunity for women and minorities. Findings, recorded in tables and charts, indicate that: (1) in general, women and minorities are in low level positions; (2) no blacks or Native Americans were employed at any level in the court systems; (3) employees of the five criminal justice agencies demonstrated little awareness of the concept of equal employment opportunity; and (4) a recent reorganization of the city personnel system has initiated some actions to rectify the situation. Recommendations are made with regard to how the State legislature, the Federal government, and local administrative bodies can act to encourage implementation of a more effective affirmative action program. (WI)

ED 163 120 UD 018 819

**The CETA Program in Des Moines.**
Iowa State Committee to the U.S. Commission on Civil Rights, Des Moines.
Pub Date-Jun 78
Note-50p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Community Involvement, Economically Disadvantaged, Employment Opportunities, *Employment Programs, Federal Programs, *Females, *Job Training, *Minority Groups, Program Administration, *Program Evaluation, State Federal Aid, Unemployment
Identifiers-*Comprehensive Employment Training Act, *Iowa (Des Moines)

The Comprehensive Employment Training Act (CETA) program in Des Moines, Iowa, is analyzed in this report in light of its value for minorities, the economically disadvantaged, and people with little formal education. The history, purpose, organization, and administration of the program are outlined. Eligibility requirements for and availability of CETA training and job opportunities to women and minorities are discussed. Problems of Federal and local support, program administration, and community involvement are detailed. Fourteen charts included in the report substantiate the findings that further equal opportunity must be provided through the program for poorly educated minorities and women. (WI)

ED 163 121 UD 018 820

*Klausner, Samuel Z.*

**Six Years in the Lives of the Impoverished: An Examination of the WIN Thesis. Final Report.**

Center for Research on the Acts of Man, Philadelphia, Pa.

Spons Agency-Employment of Training Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date-1 May 78

Note-92p.

**EDRS Price MF-$0.83 HC-$4.67 Plus Postage.**

Descriptors-Blacks, *Economically Disadvantaged, Employment Programs, *Ethnic Groups, Family Environment, Family Income, *Lower Class, *Sex Differences, Social Welfare, *Socioeconomic Status, Statistical Surveys, Unemployment, Unskilled Workers, Vocational Rehabilitation, Working Women

Identifiers-*New Jersey (Camden), *Work Incentive Program

Findings and recommendations of two studies begun in 1968 regarding the lives of impoverished people in Camden, New Jersey are presented in this report. In the first study, factors aiding and hindering the achievement of economic independence, especially through the Work Incentive Program (WIN), of female headed households are considered. Data drawn from a three-wave panel study (1969, 1970, 1973), initiated with 438 matrifocal households and supported through Aid for Dependent Children and 102 matrifocal households supported by the earnings of the mother, are analyzed. In the second study, poverty is considered as a breakdown between family and economy and as a function of family organization in relation to participation in the economy. Data are drawn from a two-wave panel study initiated with 723 low-income men and 414 of their mates in 1973 and 1974. Recommendations are made from the WIN program and other programs engaged in the provision of work training, employment services and income maintenance. (Author/WI)

ED 163 122 UD 018 827

**Amato, Josephine Backman, Carl B.**
**Ability-Based Criteria and the Lower Class Student: The De Facto Screw.**
Pub Date-Aug 76
Note-17p.; Paper presented at the Annual Meeting of the American Sociological Association (71st, New York City, August, 1976); Not available in hard copy due to reproduction quality of the original document
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Ability Grouping, *Academic Achievement, Economically Disadvantaged, *Educational Discrimination, Low Achievement Factors, *Lower Class Students, *Social Class, *Teacher Attitudes

Social class discrimination in the schooling process is less a product of teachers' attitudes than of the systems by which schools group students. Although class bias has been demonstrated in grading practices and other key decision points, numerous studies have shown that teachers are less to blame for inequitable learning situations than tracking and curriculum decisions based on ability grouping. The ethnic bias of most intelligence tests indicates that ability placements are unfair. Class discrimination in tracking is shown by the fact that more lower class students than middle class students are placed in low groups. Once placed in a low group, students have a tendency to achieve less and to have very little upward mobility. Curriculum tracking is also discriminating in that it influences college choices, class rank, and scholarship aid. (WI)

ED 163 123 UD 018 828

*Amato, Josephine*

**Classroom Openess: Interactive and Main Effects on Achievement and Creativity.**

Pub Date- 78

Note-16p.; Not available in hard copy due to reproduction quality of the original document

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Academic Achievement, *Creativity, Elementary Education, Family Influence, Grade 3, Grade 4, *Individual Characteristics, Intelligence Quotient, Interaction, *Open Education, Socioeconomic Status

The main and interactive effects of classroom openness on the achievement and creativity of 103 third graders and 97 fourth graders were assessed by multiple regression analyses. After controlling for student IQ, socioeconomic status, sex, age, anxiety and family openness,'' classroom openness was found to be negatively related to achievement and creativity measures at both grade levels. However, the increments in explained variance attributable to classroom openness were consistently significant for the fourth grade only. Two student characteristic X classroom openness interactions were found, each of which affected verbal creativity. Further attention to IQ X classroom structure interactions is suggested in this paper. (Author/WI)

ED 163 124 UD 018 829

*Amato, Josephine*
**School Financing: Movement Toward Equality of Expenditures?**
Pub Date-May 72
Note-32p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-Court Cases, *Educational Finance, Educational Opportunities, Educational Policy, *Equal Education, *Financial Policy, Property Taxes, Public Opinion, *Public School Systems, *School Taxes, State Federal Aid; *State Government, Tax Support

In this paper, the political and economic forces influencing attempts to reduce the inequalities in education expenditures are examined. Current programs for financing public education (local, State, and Federal) are compared. In general, State-local tax systems are found to be regressive and improvements are suggested. Inequitability of State aid formulas for equalizing funding sources is criticized. The inadequacy of the present systems, both in acquiring funds and utilizing them effectively, is analysed in terms of taxation methods and the quality of educational opportunities. Major forces of public dissatisfaction are enumerated and illustrated by court cases. Proposals offered for restructuring the financing of education include: (1) utilization of local property tax for local government costs; (2) redistribution of educational resources to establish a State-wide revenue system; (3) assumption by the State of educational financing; (4) increase in the use of State personal income tax to displace the property tax as a major source of school funds. In this plan, the Federal government is advised to provide funding by adopting either the traditional functional aid approach, the self-help approach, the Fiscal Relief'' approach, or a combination of all three. The types of social policy likely to emerge in response to changes in educational financing procedures are detailed in the hope that a restructuring of the financing system will promote greater educational equality. (Author/WI)

ED 163 125 UD 018 831

*Kwok, Irene*

**Chinese Cultural Resource Book (For Elementary Bilingual Teachers).**

National Assessment and Dissemination Center for Bilingual Education, Fall River, Mass.; San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Jan 76
Note-359p.; For a related document, see ED 098 280 ; Not available in hard copy due to reproduction quality of the original document
Available from-National Assessment and Dissemination Center, 49 Washington Avenue, Cambridge, Massachusetts 02140 ($3.50)
Language-English; Chinese
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-Activities, Art Activities, *Bilingual Education, *Bilingual Teachers, *Chinese, *Chinese Americans, *Chinese Culture, *Cultural Education, Curriculum Guides, Elementary Education

In this resource book prepared for teachers of Chinese bilingual, bicultural education programs, traditional Chinese stories, myths, songs, rhymes, recipes, poems, riddles and games are included. All entries are written in both English and Chinese. Art projects to accompany some of the stories or to celebrate certain festivals of the Chinese year are described. A brief bibliography is appended. (WI)

*Hilliard, Asa G., III*

**Anatomy and Dynamics of Oppression.**

Pub Date-20 Jun 78
Note-26p.; Address delivered at the National Conference on Human Relations in Education (1st, Minneapolis, Minnesota, June 20, 1978)
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Black History, *Colonialism, *Educational Discrimination, Educational Quality, *Human Relations, Quality of Life, *Racial Discrimination, *Racism

Education has traditionally been a tool of colonialists, who used it to destroy peoples' cultural histories and to create new cultural myths (such as race) designed to divide, demean, and debilitate the colonized group. Many concepts passed on through the educational system and through language have contributed to a form of cultural mental illness in which the objective realities of history and biology are distorted by the colonists' biases. Human relations educators must select strategies based on the theory of oppression to direct their work towards causes, not symptoms. In order to provide quality education, they should not feel bound to ethnically prejudicial testing, but should concentrate on: (1) teaching the truth (not the myth); (2) stressing historical continuity; (3) fostering self-determination and self-knowledge; and (4) instilling the spirit of liberation, which is the knowledge and capacity to choose and create. (Author/WI)

ED 163 127 UD 018 833

**Bakke and Beyond. A Report of the Education Commission of the States and the Justice Program of the Aspen Institute. Report No. 112.**

Aspen Inst. for Humanistic Studies, Palo Alto, Calif.; Education Commission of the States, Denver, Colo.

Pub Date-Jul 78

Note-45p.; Pages 35-37, copyrighted material, have been deleted

Available from-Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295 ($4.50)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-*Admission (School), *Affirmative Action, *Civil Rights, *Educational Policy, Higher Education, *Minority Groups, Professional Education, Racial Discrimination, Socioeconomic Influences, *Supreme Court Litigation, Test Validity

Identifiers-*Bakke (Allan)

In this booklet, papers presented at a 1978 conference on the implications of the Supreme Court's ruling in the Bakke case are reprinted. The issue of the constitutionality of special admissions programs for minority applicants is considered and related policy problems facing educators and political leaders are examined. The future of admissions programs and the creation of sensible policies for professional school admissions are also discussed. The Bakke case is reviewed and explained from a historical perspective. Questions of educational due process, the validity of test scores as a measure of merit, and the socioeconomic biases of the admissions selection systems are explored. (WI)

ED 163 128 UD 018 835

*Hinckley, Ronald H. And Others*

**Student Economic and Educational Status and Receipt of Educational Services. Technical Report No. 3 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills.**

Decima Research, Santa Ana, Calif.; System Development Corp., Santa Monica, Calif.

Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date-Jun 78

Contract-300-75-0032

Note-138p.; For related documents, see ED 146 182-183, ED 155 300, and UD 018 836; Not available in hard copy due to print size of original document

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-Academic Achievement, Attendance Patterns, *Basic Skills, *Compensatory Education Programs, Early Childhood Education, *Educationally Disadvantaged, Elementary Secondary Education, Mathematical Enrichment, Minority Group Children, *Needs Assessment, Reading Programs, *Socioeconomic Status, Statistical Surveys, *Student Characteristics

Identifiers-Comprehensive Tests of Basic Skills

In this report, findings related to the process of selecting students for compensatory education (CE) programs on basic skills, and the economic and educational status of students selected are recorded. Chapter I explains the principle variables considered in research: family, economic status, reading and math CE selection status, teacher judgment of student CE need, kinds and amounts of educational services offered to and received by students, exposure to non-academic CE services, and early childhood education and experiences. Chapters II through V examine each of the variables and the relationships between them in detail, with abundant charts and tables to substantiate each finding. Chapter VI summarizes the CE research to date and offers recommendations for proposed alterations in the educational and economic criteria to expand the number of students targeted for CE. (Author/WI)

*Hinkley, Ronald H. And Others*

**Overview of Report No. 3: Student Economic and Educational Status and Receipt of Educational Services. Technical Report No. 3 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills.**

Decima Research, Santa Ana, Calif.; System Development Corp., Santa Monica, Calif.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
Pub Date-Jun 78
Contract-300-75-0032
Note-19p.; For related documents, see ED 146 182-183, ED 155 300, and UD 018 835
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Academic Achievement, Attendance Patterns, *Compensatory Education Programs, Early Childhood Education, *Educationally Disadvantaged, Elementary Secondary Education, *Family Status, *Language Arts, Mathematical Enrichment, *Socioeconomic Status, Statistical Surveys, *Student Characteristics, Teacher Role
Identifiers-Comprehensive Tests of Basic Skills

In this booklet, the highlights of Report No. 3 (see UD 018 835) on Compensatory Education (CE) are summarized in text and tables. Results reported include the following: (1) proportionally, CE selection is highest among the poor for both math and reading; (2) CE selection is proportionally higher for low achievers; (3) the greatest number of students selected for CE come from the low-income and low achiever group; (4) teacher judgment plays a large role in selection; (5) a significant relationship exists between students' economic status and educational achievement; (6) students from impoverished homes attend one week less school than other students; and (7) family economic status is related to the number of hours spent in reading classes of various sizes. In addition, effects of non-academic programs are evaluated and the progress of the Sustaining Effects Study on CE is outlined. (Author/WI)

*Bernstein, Roberta*

**Looking at Teacher Behavior towards Children from Minority Groups. First Practicum.**

Pub Date-13 Sep 78
Note-52p.
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-*Change Strategies, *Educational Strategies, Elementary Education, *Minority Group Children, Student Teacher Relationship, *Teacher Attitudes, *Teacher Behavior, *Teacher Education

Presented in this document is a developmental study undertaken to determine specifications for a teacher training program designed to change the behavior of teachers towards minority children. A review of literature concerned with the instruction of minority and/or educationally disadvantaged children and data collected from at least thirty elementary school teachers working with minority children are used to support this report's primary contention that teacher behavior towards students perceived as low status can be changed. Specifications dealt with in several stages of the developmental study include such variables as population, purposes, delivery system (emphasis on education vs. training), and needs. Findings presented indicate that the three most frequent categories of problems were: (1) negative attitudes toward school held by students; (2) teacher perceived attributes of students; and (3) human interaction problems. It is also stated in the findings that the teachers' most frequent suggested remedies were parental involvement and teacher training. In addition, a list of conclusions indicates that most of the teachers surveyed would be in favor of a course or workshop that would help them relate to children from minority groups. Features of such a program are described. A bibliography is included along with a sample of the questionnaire used in the study. (Author/EB)

ED 163 131 UD 018 840

**Child Nutrition Amendments of 1978. Hearings before the Subcommittee on Nutrition of the Committee on Agriculture, Nutrition, and Forestry, United States Senate, Ninety-Fifth Congress, Second Session, on S. 2630, S. 2809, and S. 2824. Part II.**

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture, Nutrition, and Forestry.

Pub Date-78

Note-163p.; For a related document, see UD 018 656; Pages 138-147, 149-153, and 158-159 have been deleted because of reproducibility and copyright factors; Not available in hard copy due to reproducibility of the original document

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Breakfast Programs, *Federal Programs, *Hearings, Legislation, *Lunch Programs, Needs Assessment, *Nutrition Instruction, Program Evaluation

Identifiers-*WIC Supplemental Feeding Program

This report includes testimony and information with regard to: the National School Lunch Act and the supplemental feeding program for women, infants and children (WIC) in Vermont; and school lunch and WIC programs in Oklahoma. Remarks by Vermont and Oklahoma nutrition experts and WIC participants are recorded. Comments made by members of the Senate Subcommittee on Nutrition during testimony are included. Letters, articles, and statements in favor of WIC are reprinted. Reports by State nutrition officials on the scope, activities, educational materials, and other information provided by WIC for Oklahoma and Vermont residents are presented. Nutritionists' recommendations for improving WIC are also included. (WI)

ED 163 132 UD 018 841

**Education Policies and Practices Regarding Child Abuse and Neglect: 1978. Report No. 109.**

Education Commission of the States, Denver, Colo. Child Abuse and Neglect Project.

Spons Agency-National Center on Child Abuse and Neglect (DHEW/OHD), Washington, D.C.

Pub Date-Oct 78

Grant-90-C-407

Note-31p.

Available from-Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, Colorado 80295 ($3.00)

**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**

Descriptors-Board of Education Policy, *Child Abuse, *Educational Policy, Elementary Secondary Education, *Neglected Children, *Program Effectiveness, Program Evaluation, *School Responsibility, State Departments of Education, *Statistical Surveys

In this report, a follow-up survey of 393 educational associations and school districts which were studied in 1975 in an attempt to explore the role of American education in the identification, treatment and prevention of child abuse and neglect is documented. Examined in the report are (1) existing education policies, procedures and regulations for identifying and reporting suspected child abuse cases; (2) extent of training activities provided for school personnel to help them deal with child abuse cases; and (3) the types of programs and activities sponsored by educational institutions related to child abuse and neglect. Changes and trends over the past three years are enumerated in charts and tables. Programs and services are compared. Differences in private and public schools are reported. State Boards of Education and Departments of Education are evaluated. Recommendations are made concerning policy development. (WI)

ED 163 133 UD 018 847

*Biffle, Richard L.*

**Community Education and School Desegregation: A Critical Perspective.**

Pub Date-Apr 78
Note-14p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Community Education, *Community Involvement, Elementary Secondary Education, Human Relations, *Integration Methods, Parent School Relationship, *School Community Cooperation, *School Integration

The only way that a program of school desegregation can be successfully implemented is with strong community participation. Boards of Education must develop policies to provide quality education in a culturally pluralistic society. Through community education, the school sytem can look at the total community in terms of its needs, wants, problems, and priorities. The school-community relationship can then be developed in such a way that decision making and power become a shared responsibility, with community people determining their own needs, priorities, and courses of action, rather than having their options dictated by institutions. Staff and parent involvement are also necessary in desegregation programs, and efforts to strengthen these individuals' knowledge and intercommunication should be undertaken. (WI)

ED 163 134 UD 018 848

*Follett, Marguerite A., Comp.*
**Women's Educational Equity Act, Third Annual Report.**
Office of Education (DHEW), Washington, D.C.
Pub Date-30 Sep 78
Note-109p.; For related documents, see ED 143 935 and ED 153 111
**EDRS Price MF-$0.83 HC-$6.01 Plus Postage.**

Descriptors-*Equal Education, *Equal Opportunities (Jobs), *Equal Protection, *Federal Legislation, *Females, Financial Support, Program Development, Sex Discrimination, Sex Fairness, *Special Programs
Identifiers-*Womens Educational Equity Act

This report contains the following information in regard to the Women's Educational Equity Act: a brief description of the original legislation and the pending legislation; comments on program development; analysis of applications received and funded in the 1978 fiscal year; analysis of three years of funding; identification of products to be disseminated; and summaries of grant and contract awards for the fiscal year. Data presented in the statistical summaries of program efforts for fiscal 1978 include an analysis of applications received and grants awarded in terms of distribution by HEW region, levels of education, type of applicant, major target groups, special population groups, type of grant activity, and special academic areas. Similar data are included in the three-year project review. The summary of grant and contract awards for the fiscal year reflects the Act's support of a broad range of activities that target areas of education which perpetuate sex bias, toward the purpose of providing educational equity for women. A list of publications developed under the Act's contracts is also included in this report. (Author/EB)

ED 163 135 UD 018 850

*Boyd, John*
**Community Education and Urban Schools.**
Pub Date-77
Note-85p.
Available from-Longman, Inc., 19 West 44th Street, New York, New York 10036 ($4.75)
**Document Not Available from EDRS.**
Descriptors-*Community Education, *Community Involvement, *Compensatory Education, Curriculum Problems, Educational Alternatives, *Educationally Disadvantaged, Elementary Secondary Education, Enrichment Programs, *Program Evaluation, Social Factors, *Urban Schools
Identifiers-Deptford Project, Educational Priority Area Project

In this book community education, defined as a form of compensatory education which is being introduced widely in urban and educational priority areas, is explored. The role and status of compensatory education and its relationship to community education in inner city schools are examined. The history and current problems of such programs are discussed and exemplified with short case histories. The present concept of community schools are examined in detail, as are Educational Priority Area (EPA) Projects. The Deptford Project is constructively criticized, illustrating how false assumptions and faulty educational thinking can subvert project effectiveness and even delude participants into believing that the project has been a success. Finally, the future of community education in urban areas is discussed. Recommendations of a practical and philosophical nature are made concerning how project initiators and administrators should create and plan community oriented educational projects to insure effectiveness. (WI)

ED 163 136 UD 018 851

*Bresnick, David And Others*

**Black, White, Green, Red. The Politics of Education in Ethnic America.**

Pub Date-78
Note-171p.
Available from-Longman, Inc., 19 West 44th Street, New York, New York 10036 ($4.95)
**Document Not Available from EDRS.**
Descriptors-Boards of Education, Bus Transportation, *Community Involvement, Decentralization, *Educational Change, Elementary Secondary Education, *Ethnic Groups, Ethnicity, Legislation, Political Issues, *Public School Systems, School Community Relationship, School Integration, Social Factors, Student Rights, Teacher Militancy, *Urban Schools
Identifiers-*New York (New York)

The upheaval in large city school systems during the late 1960s and early 1970s is examined in this book. Most of the specific examples are drawn from school districts in New York City, such as Ocean Hill-Brownsville and Canarsie. The problems of growing demands for community control, ethnic and racial conflicts, and school decentralization are explained in sociocultural perspective. The history of large city school system bureaucracy and ensuing reforms are described. The struggle for student rights, community involvement and educational change is explained in light of school board politics, teacher unionism, school administration and legislative action. Integration and busing are discussed in depth. The social and political atmosphere of ethnic demands and educational change in the period is recreated and the actions of those in power (boards of education, courts, politicians, tax exempt institutions, etc.) are criticized. Suggestions are made as to how these bodies might act in the future to provide stable, nondiscriminatory school systems in which all children can get a decent education. (WI)

ED 163 137 UD 018 852

**Sex Discrimination in Guidance and Counseling. Report Review and Action Recommendations.**

National Advisory Council on Women's Educational Programs, Washington, D.C.

Pub Date-Aug 77

Note-12p.

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Counseling Theories, *Counselor Attitudes, Counselor Training, *Educational Counseling, Equal Education, *Females, *Occupational Guidance, Postsecondary Education, Secondary Education, *Sex Discrimination, Sex Stereotypes

Identifiers-*Equity

The cultural conditioning which specifies and limits women's roles not only pervades secondary and higher educational practices, but is actually reinforced by current guidance practices. Bias against women's attainment is perpetuated by the very experts who counsel women. Socialization and sex stereotyping lead to both quantitative and qualitative differences in self concept between men and women. Although approximately half of the guidance counselors in elementary and secondary schools are women, counselor educators are overwhelmingly white and male. This has strong implications, borne out by studies, that counselors hold negative expectations for women and minorities. In addition, counselors' theoretical underpinnings, the materials they use, and the culture in which they live are all sex-biased, often ignoring the special factors that affect women. A number of organizations are undertaking programs to remedy sexism in women's education and guidance counseling. Such efforts must be strongly supported by the State and Federal governments, as well as by institutions and professional organizations. Since high school and college women arrive in the counselors' offices already socialized into considering only traditional education and careers, equity in education must be the goal. (Author/GC)

ED 163 138 UD 018 853

*Eliason, Carol*

**Neglected Women: The Educational Needs of Displaced Homemakers, Single Mothers, and Older Women.**

National Advisory Council on Women's Educational Programs, Washington, D.C.

Pub Date- 78

Note-63p.; Appendix E, pages 41-47, may not reproduce well due to the print size of the original document

**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**

Descriptors-*Adult Education, *Educational Legislation, *Educationally Disadvantaged, *Educational Needs, *Educational Programs, Females, Feminism, Mothers, Older Adults, Resource Allocations, Social Responsibility, Widowed, *Working Women

The educational needs of neglected women are described in this report in the form of testimony from nationwide hearings on the subject, profiles of specific types of women, and case histories. Following each profile, solutions to the problems presented are suggested and existing programs are listed. Recommendations are made to revise existing legislation and programs so that they will be of greater benefit to displaced homemakers, single mothers, and older women. Also recommended is new legislation which would aid educationally disadvantaged women by: (1) providing financial assistance for such women; (2) providing for non-taxable assistance by employers for career advancement education for such women; and (3) including in new legislation on displaced homemakers a broad definition of eligibility. Appendices include the agenda from hearings, a list of participants and contributors, suggested funding resources for financial aid for adult women to continue education, and a large bibliography of works related to women's employment and education. (WI)

ED 163 139 UD 018 862

*Pipho, Chris*

**Update VII: Minimal Competency Testing. Report No. 105.**

Education Commission of the States, Denver, Colo.
Pub Date-15 Nov 77
Note-68p.; Not available in hard copy due to reproduction quality of the original document
Available from-Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, Colorado 80295 ($6.50)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Basic Skills, *Educational Assessment, *Educational Legislation, Elementary Secondary Education, *Federal Legislation, Graduation Requirements, *Minimum Competency Testing, *State Legislation, State Surveys

The issue of minimal competency testing for high school graduation and grade to grade promotion as a method of emphasizing the teaching of basic skills and guaranteeing that the high school diploma will mean something'' has received widespread legislative attention in recent years. In this report, data pertaining to the enforcement of minimal competency testing in each State are presented. Specific information is provided by State with regard to Federal legislation (pending), State legislation (enacted and failed), State board of education rulings, State department of education activity and local district activity. It is noted that as of April 1976, four States had enacted legislation and four State boards of education had adopted regulations mandating some form of minimal competency testing. Bills were pending in eight State legislatures, and five State boards had studies underway. The data show that: (1) eleven States have enacted legislation and twenty State boards have adopted regulations regarding minimal competency testing; (2) studies or hearings are in progress in nineteen other States; and (3) State boards are more likely to include life skills and other subjects in addition to the basics than are State legislatures. (WI)

ED 163 140 UD 018 863

*Felton, Gary S. Biggs, Barbara E.*

**Up From Underachievement.**

Pub Date-77

Note-200p.

Available from-Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (Cloth $12.25; paper $8.00)

**Document Not Available from EDRS.**

Descriptors-Academic Achievement, *Behavior Change, Change Strategies, Counseling, Educational Problems, Low Achievement Factors, Postsecondary Education, *Productive Thinking, *School Responsibility, Secondary Education, *Student Motivation, *Teaching Techniques, *Underachievers

Identifiers-*Student Development Center

The causes of underachievement and techniques educators may use to help students transform maladaptive patterns into success-oriented behaviors are described in this book. In Part I, the underachievement syndrome and the philosophy, history, causality, definitions, and other concepts associated with underachievement are discussed. In Part II, courses addressing individual procedures for problem solving and motivation and life planning, both of which have been successful in dealing with underachievers, are outlined. In Part III, the value of the group approach in problem solving and in counseling underachievers is detailed. In Part IV, charts and tables are presented which show the results of the authors' quantitative research and indicate that the problems of underachievers have workable solutions. All techniques and data set forth in the book are based on the work of the Student Development Center, a comprehensive learning program for underachieving students. (WI)

ED 163 141 UD 018 865

*Duke, Daniel Linden*

**The Retransformation of the School: The Emergence of Contemporary Alternative Schools in the United States.**

Pub Date-78

Note-206p.

Available from-Nelson-Hall Publishers, 325 West Jackson Boulevard, Chicago, Illinois 60606 ($14.95 hardcover; $7.95 paperback)

**Document Not Available from EDRS.**

Descriptors-Administrative Policy, *Alternative Schools, *Educational Innovation, Elementary Secondary Education, Government School Relationship, *Institutional Characteristics, Private Schools, Public Schools, School Community Relationship, *School Organization, Student Characteristics, Teacher Role, Teaching Methods

This book is a study of contemporary alternative schools and the complex of forces which led to their growth in the late sixties. Using current literature and a data base derived from a random sample of forty alternative schools, the goals, pedagogical methods, administrative organization, and composition of contemporary alternative schools are described. In addition, an attempt is made to formulate generalizations which characterize most of the schools in the sample. Also analyzed is the comparatively recent flowering of contemporary alternative schools despite a long history of popular discontent with education. Formative influences such as government agencies, universities, school administrators, parents, students, and individual teachers are dealt with in this analysis. (Author/EB)

*Harris, William M.*
**Planning in Urban Southern Black Communities.**
Pub Date-13 Oct 78
Note-20p.; Not available in hard copy due to author's restriction; Paper presented at Anniversary meeting of the Association for the Study of Afro-American Life and History (63rd, Los Angeles, California, October 13, 1978)
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Black Community, *Black Role, *Change Strategies, *Community Development, Community Influence, *Community Planning, Community Problems, Race Relations, Social Change, *Southern Community

Planning and the appropriate role of planners are vital elements for black community development in the South. In enhancing the community development activities of Southern black communities, planning would direct new challenges and cooperation between blacks and whites in the region. One of the challenges would be to influence directed social change such as the improvement of the quality of life for black and white citizens alike. In dealing with these challenges, white planners, being better able to identify with city government officials, business people and white citizens, could speak on behalf of blacks who may have difficulty in acquiring audiences with these elements. White planners may further act to involve greater numbers of blacks in the planning process. Black planners also have a role to play in working with Southern black communities. No matter what race or what role a planner plays, he or she must acquire competence through education. Specifically required by these planners are results that would enhance the economic and political positions of Southern black communities, and the generation of feasible beneficial choices for blacks. In return, Southern black communities are encouraged to exploit the planning process to focus greater emphasis on policy that makes for equity in resource allocation and use. (Author/EB)

ED 163 143 UD 018 869

*Aldrich, Brian C.*

**Organizational Consequences of Open and Traditional Educational Techniques.**

Pub Date-10 Sep 73
Note-20p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-Curriculum Design, *Decision Making, Educational Research, Elementary Education, *Open Education, Organizational Communication, Questionnaires, Statistical Surveys, Teacher Participation, *Teacher Role, *Teaching Methods, *Teaching Styles, *Traditional Schools

In this paper, data collected from two midwestern schools, one open and one traditional, were compared to determine differences in pedagogical techniques, routines of teachers' work, teacher participation in decision-making and school policy, and frequency of staff communication. School profiles (neighborhood composition, student characteristics, etc.) were matched as closely as was possible in a single school district. Questionnaires sent to teachers, professional staff members and all aides had a response rate of one hundred percent. Through statistical analysis, the following results were tabulated: (1) open schools ranked high in the index of open classroom methods and personalized curriculum, while traditional schools ranked high in the index of traditional classroom methods and prescribed curriculum; (2) teachers' work was more routine in traditional schools than in open schools; (3) teachers in open schools had much greater participation in strategic and work decisions; (4) teachers in both schools reported a general lack of close supervisory control, but traditional schools had a greater emphasis on rules and procedures; and (5) frequency of attendance at committee meetings and contacts with staff were significantly greater at open schools. In conclusion, it is found that the two types of schools do tend to differ, both in terms of their techniques and the degree of uniformity of the teachers' work. (Author/WI)

ED 163 144 UD 018 876

**Widening Opportunity Research Center Project (September, 1976-June, 1978). Final Report.**

Middlesex Community Coll., Bedford, Mass. Div. of Community Services.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Grant-G007603855
Note-41p.
**EDRS Price MF-$0.83 HC-$2.06 Plus Postage.**
Descriptors-*Adult Vocational Education, *Community Service Programs, *Employment Programs, Job Training, Postsecondary Education, *Program Descriptions, *Vocational Counseling
Identifiers-*Massachusetts, *Widening Opportunity Research Center

The history, purposes, activities and success of the Widening Opportunity Research Center (WORC), founded in 1972 to promote continuing education in Massachusetts, are documented in this project report. Each area of the WORC program is described and evaluated as of 1978, including: (1) counseling; (2) training; (3) employment referral; and (4) promotion of adult service centers. The numerous positive effects of the program's information dissemination projects and activities (conferences, group guidance, skill-building, and career planning workshops, etc.), particularly for low income and minority groups, are related. The failures of the program, including its inability to create a pool of experienced committed volunteers to supplement staff efforts and failure to provide training for other institutions in the development of adult service centers, are examined along with the many successes. Recommendations are made concerning improving and/or perpetuating each area of WORC. (WI)

*Braithwaite, Ronald L.*

**What Is Educational Research and Development and Why the Critical Need for Increased Minority Participation?**

Pub Date-4 Apr 77
Note-21p.; For a related document, see UD 018 957
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Educational Development, *Educational Research, Employment Opportunities, *Ethnic Distribution, Higher Education, *Minority Groups, *Minority Role

After providing descriptions of educational research and development (R & D) and the background and role of the educational researcher, this document analyzes different minority groups' representation in the field in relation to their proportion of the total population. Specific topics dealt with include: (1) the distribution of minority personnel within the field of educational R & D; (2) the distribution of minorities in training for employment in the field; (3) major forces affecting minorities in entering careers in educational R & D; and (4) the need for increased minority participation. Supportive data are presented in the form of charts and text. General findings presented indicate that blacks and hispanics (including Puerto Ricans) are substantially under represented, whites and Orientals are over represented, and the representation of American Indians in Educational R & D is approximately equal to their proportion in the total United States population. (Author/EB)

ED 163 146 UD 018 878

*Palmer, Howard*

**W.A.S.P.s and Others: The Immigration Debate on the Prairies, 1896-1920.**

Pub Date-Feb 78
Note-58p.; Paper delivered to the Annual Western Canadian Studies Conference (10th, Calgary, Alberta, February, 1978)
**EDRS Price MF-$0.83 HC-$3.50 Plus Postage.**
Descriptors-Acculturation, Economic Development, *Ethnic Relations, Ethnic Stereotypes, *Ethnocentrism, *Federal Legislation, Feminism, Historical Reviews, *Immigrants, Language Attitudes, *Minority Groups, Negative Attitudes, Political Issues, Racism, *Social Action, Social Problems
Identifiers-*Canada (West)

The public controversy which developed between 1896 and 1920 in the Canadian prairie provinces over the question of immigration is examined in this paper. It is shown that although many of the social, political, religious and cultural characteristics which have differentiated the prairies have been a result of ethnic diversity, the predominantly white Anglo-Saxon Protestant population which pioneered the prairies was initially resistent to many immigrant groups. The non-restrictive immigration policy, developed by Minister of the Interior Sifton to stimulate agricultural and economic growth of the region, and its social, political, and economic effects are considered in detail. Acceptance or rejection of various groups (Asians, Central and Eastern Europeans, blacks) and their subsequent assimilation processes (particularly with regard to language) are explained. The issues of racism, social reform, feminism, radicalism, prohibition and naturalization are described in light of the changing social situation and the prevailing political and intellectual currents. Attitudes towards assimilation and immigration legislation are detailed for each ethnic group and, finally, effects of the immigration process on various groups up to 1970 are summarized. (WI)

ED 163 147 UD 018 879

*Freedman, Philip I.*

**Counter-Stereotypy as the Basis of Multi-Ethnic Education.**

Pub Date- 78
Note-15p.
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Cultural Pluralism, *Curriculum Design, Elementary Secondary Education, *Ethnic Groups, *Ethnic Stereotypes, Ethnic Studies, Humanistic Education, *Multicultural Education, School Responsibility, *Social Integration

If one accepts the premises that the school is obliged to develop respect for the right of choice regarding ethnic behavior and attitude, and that the individual has a right to be judged on his/her own merits, then it is appropriate to use a counter-stereotypic curriculum in multi-ethnic education. This approach may be defined as: (1) devotion of curricular time to an ethnic/racial entity in proportion to the pervasiveness of the stereotypy directed against it; and (2) selection in the curriculum of elements of history and culture of a given group which refute the stereotypes attached to it. This sort of educational model will enhance ethnic diversity and solidarity while changing stereotypic misconceptions. To promote effectiveness, the counter-stereotypy approach should be supplemented by incorporation of ethnic history within the framework of American History, introduction of events and personalities of ethnic significance into a variety of topics studied (not just the specific study of ethnicity) and, finally, inclusion of measures for affective education within the context of a socio-psychological analysis of ethnicity. This approach to multicultural education will encourage students to make the sort of reflective decisions'' regarding ethnicity required of them as citizens of a society aspiring to interethnic harmony and respect. (Author/WI)

ED 163 148 UD 018 880

*Jones, Faustine C.*

**The Changing Mood in America: An Overview of Black Advance Revisited.**

Pub Date-13 Oct 78

Note-14p.; Not available in hard copy due to reproduction quality of the original document; Speech delivered at a panel, Beyond Bakke: Insuring Black Access to Higher Education,'' held at the ASALH meeting (Los Angeles, California, October 13, 1978)

**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors-*Black Achievement, *Black Employment, Blacks, Court Cases, Equal Education, *Equal Opportunities (Jobs), *Political Issues, *Racial Discrimination, *Social Problems

Identifiers-*Bakke (Allan)

Mature adults who had such high hopes in the 1960s that the United States would live up to the promises of the American Creed have lived long enough to have those high hopes dampened from 1969 to 1978. What progress occurred for blacks in the 1960s was real at the time, but is not permanent. Retrogression has befallen blacks in the 1970s and is most pronounced in unemployment rates. Lack of employment is tied to every aspect of life, housing, food, clothing, education, health care. The quality of black life is regressing. The purpose of this paper is to provide historical perspective for black status in America, including an overview of present black advancement. The effects of the Bakke case and the role of the government in enforcing equality are also reviewed. (Author/GC)

ED 163 149 UD 018 885

*Ventura, Ronnie*

**An Opinionnaire on Race, Sex and Multicultural Education, for School Personnel.**

Community Change, Inc., Reading, Mass.

Pub Date- 78

Note-7p.

Available from-Community Change, Inc., P.O. Box 146, Reading, MA 01867

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-Ethnic Stereotypes, *Multicultural Education, *Opinions, *Questionnaires, Race, *Racial Attitudes, Racism, *School Personnel, Sex Discrimination, *Sex Stereotypes, Teacher Attitudes

In this questionnaire, fifty-two statements related to attitudes concerning race, sex, and multicultural education are presented. Spaces are provided for respondents (school personnel) to register their agreement or disagreement with the statements. The questions are designed to stimulate discussions between groups and to help to establish program goals in school systems. (WI)

ED 163 150 UD 018 886

*Lovin, Robin W.*
**Rights to What? A Brief Look at Affirmative Discrimination.''**
Community Change, Inc., Reading, Mass.
Pub Date- 78
Note-5p.
Available from-Community Change, Inc., P.O. Box 146, Reading, MA 01867
**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**
Descriptors-*Affirmative Action, Civil Rights, Equal Education, *Equal Opportunities (Jobs), *Federal Legislation, Females, *Individualism, Minority Groups, *Racial Discrimination, *Sex Discrimination, Social Change

The movement to undo the damage of American racism and to establish the conditions for genuine racial equality has lost its momentum, both in the academic community and in the Congress. The prevailing academic caution with regard to busing and affirmative action is best articulated by Nathan Glazer in his book Affirmative Discrimination,'' which details the problems inherent in equal opportunity programs. His argument centers around the idea that quotas, racial percentages, and group rights not only discriminate against the individual, but are also un-American. Although the rights of individuals are important, individualism alone cannot provide the basis for institutional change necessary to eradicate the effects of past discrimination and set the stage for genuine equality in the future. To end discrimination, we need women and minorities in positions of power, competence and control, not because these positions represent opportunities for individuals, but because this is the best way to ensure that institutions will meet the broadest human needs. Action goals, combined with affirmative action programs, are essential to the creation of a just society, in which opportunity means more than free admission to a competitive rat race and equality implies a fundamental respect for humanity. (Author/WI)

ED 163 151 UD 018 887

*Coles, Ann S.*
**Racism: The Evolution of a Concept.**
Community Change, Inc., Reading, Mass.
Pub Date- 78
Note-5p.; Not available in hard copy due to reproduction quality of the original document
Available from-Community Change, Inc., P.O. Box 146, Reading, MA 01867
**EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.**
Descriptors-*Black History, Civil Rights, *Definitions, Federal Government, Institutional Role, *Legislation, *Racial Discrimination, *Racism, Socioeconomic Influences

Many people have attempted to define exactly what racism is and what causes it. While there is no commonly accepted definition, there is agreement with regard to the facts that (1) no scientific evidence has been found to support the belief that race determines the history and culture of a people; (2) racism is a learned behavior; (3) definitions of racism which do not include a study of socioeconomic factors are confusing; and (4) racism is an instituional, problem. To understand racism in America, one must study the history of the development of racist thinking, beginning with slave codes passed in the 17th century through the 19th century, the notion of race suicide'' (genetic inferiority), the erosion of the Reconstruction Period rights given to blacks, up through the inequalities of the 1950s and 1960s. Even with all the recently enacted legislation and institutional policy changes, racism, overt and covert, is still a significant factor in American society. The question of whether racism is primarily overt or covert, individual or institutional, or specifically a white problem is debated frequently. It is certain, however, that because white people are dominant in the United States, white racism and institutional racism are one and the same, often denying non-whites a relevant education, a voice in political processes, the rights to economic determination, just treatment under the law, and decent health care. (Author/WI)

ED 163 152 UD 018 896

*Shapiro, Frances Joyce*

**Teaching Behaviors in Second or Foreign Language Classrooms: A Critical Review of Descriptive Research in the Field of Language Teaching.**

Pub Date-76

Note-15p.

Journal Cit-Lenguaje y Ciencias; v16 n3 p136-58 1976

**EDRS Price MF-$0.83 HC-$1.67 Plus Postage.**

Descriptors-*Classroom Research, Elementary Secondary Education, Interaction, *Language Instruction, *Language Research, Post Secondary Education, Research Needs, *Research Reviews (Publications), Second Language Learning, *Student Teacher Relationship

After reviewing the purposes of descriptive research on teaching in general, this paper discusses the value of using a system of analysis and a technical language to describe classroom interaction. The need for such descriptive research in language classrooms is then outlined in detail. A critical review of the few systems of analysis designed for the language classroom and of the research studies done in this field is presented. The paper concludes with a call for more objective research that is experimental, as well as descriptive, in nature. The hope is expressed that these studies will provide the empirical evidence that is needed in order to prescribe specific teacher behaviors that will effect desired student outcomes. (Author/GC)

ED 163 153 UD 018 903

*Bird, Caroline*

**The Spirit of Houston. The First National Women's Conference. An Official Report to the President, the Congress, and the People of the United States.**

National Commission on the Observance of International Women's Year, Washington, D.C.

Pub Date-Mar 78
Note-302p.; Photos throughout document may not reproduce clearly; several photos have been deleted prior to printing
Available from-Superintendent of Documents, U.S. Government Printng Office, Washington, D.C. 20402 (Stock No. 052-003-00505-1)
**EDRS Price MF-$0.83 HC-$16.73 Plus Postage.**
Descriptors-Child Welfare, Civil Rights, *Conference Reports, Contraception, Employment, *Females, *Feminism, Health, *Legislation, Minority Groups, Rape, *Sex Discrimination, Sexuality, Speeches, Welfare
Identifiers-*Equal Rights Amendment, *First National Womens Conference, Texas (Houston)

This is a report of the November, 1977, National Women's Conference. Numerous issues considered as they relate to women include: arts and humanities, battered women, business, child abuse, child care, credit, disabled women, education, elective and appointive office, employment, the Equal Rights Amendment, health, homemaking, insurance, international affairs, media, minority and elderly women, offenders, rape, reproductive freedom, rural women, sexual preference, government statistics, welfare, and poverty. The history of each respective issue, analyses of present problems, and suggested actions which can be taken to solve them are outlined. State adoptions of various resolutions are charted. An annotated chronology of women's history in the United States from 1587 to 1977 is also presented. A report on the Hearing on Disarmament and Peace Issues (held in conjunction with the conference) is included. Reports on public laws, executive orders, conference resolutions, minorities, the black women's action plan, national commission action, and various groups and individuals connected with the conference are appended. (WI)

**Ability Grouping**
Ability-Based Criteria and the Lower Class Student: The De Facto Screw.
ED 163 122

**Abstracts**
Investigations in Mathematics Education, Vol. 11, No. 2, Spring 1978.
ED 162 863

**Academic Ability**
A Factor Analytic Study of the GRE Aptitude Test. GRE Board Professional Report. GREB No. 75-11P.
ED 163 081

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Ability-Based Criteria and the Lower Class Student: The De Facto Screw.
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Classroom Openess: Interactive and Main Effects on Achievement and Creativity.
ED 163 123
Competency-Based Tests: What Are the Alternatives?
ED 162 313
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Cooperative Studies of Predicting Graduate School Success. Graduate Record Examinations Special Report Number 68-3.
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Correlation of McCarthy Scale Scores with ERB Achievement Tests Over a Three and Four Year Interval.
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Problems of Children of School Age (14-18 years). Report on a Working Group.
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Persistence in Small Group Instruction in Developmental Mathematics Courses - on Relationships Among Academic Performance, Sex Difference, Attitude, and Persistence.
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**Administrator Selection**
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**Admission (School)**
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**Admission Criteria**
Age as a Selection Characteristic for Law School Admission.
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**Aerospace Industry**
Aviation Futures to the Year 2000.
ED 162 903

**Aerospace Technology**
The Pioneer Venus Missions.
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Family Affection and Control in Relation to Adolescent Self-Disclosure.
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**Affective Behavior**
Affective Education and Foreign Language Learning. The Challenge of Communication. ACTFL Review of Foreign Language Education, Vol. 6.
ED 162 502//

**Affective Tests**
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**Affirmative Action**
Affirmative Action in Salt Lake's Criminal Justice Agencies.
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African-Asian Reading Guide for Children and Young Adults.
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Persistent Issues in African Education. Occasional Papers in Continuing Education, Number 16.
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Restructuring a College to Meet Postsecondary Educational Needs of Non-College-Age Women.'' Concluding Evaluation Report.
ED 162 549
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**Age Discrimination**
Age as a Selection Characteristic for Law School Admission.
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ED 163 104

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Guidelines for Carrying Out the Responsibilities of the Committee on the Handicapped: Handbook for the Members of the Committee.
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ED 162 814
Statement of Charles D. Ferris, Chairman, Federal Communications Commission, on H.R. 13015, a Bill to Replace the Communications Act of 1934 with the Communications Act of 1978'' before the subcommittee on Communications of the House Committee on Interstate & Foreign Commerce, July 18, 1978.
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**Aging**
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**Agricultural Chemical Occupations**
Safe Use of Pesticides, Guidelines. Occupational Safety and Health Series No. 38.
ED 162 898//

**Agricultural Colleges**
S. U. N. Y. Profiles of the Two-Year Colleges.
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Alaska Wilderness: A Bibliography for Secondary Students on Marine Vertebrates, Birds, Small or Fur Bearing Mammals and Game Animals of Alaska.
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ED 162 441
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ED 162 805

**Alaska (Anchorage)**
Shelter for Abused & Battered Women and Their Children Operated by Abused Women's Aid in Crisis (AWAIC), Anchorage, Alaska. Final Evaluation Report.
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**Alaska Natives**
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ED 162 772
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ED 162 805

**Algorithms**
Algorithms for Developing Test Questions from Sentences in Instructional Materials. Interim Report, January-September 1977.
ED 163 024

**Alternative Energy Sources**
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ED 162 847//

**Alternative Schools**
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ED 162 413
An Evaluation of the Middle Years Alternative Program. 1978.
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ED 163 141//

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ED 162 399

**Alumni**
The Alumni College Movement, 1977.
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The Alumni College Movement, 1977.
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